Thirty-Eighth Annual Report

OF THE

Ontario Institution for the Education of the Blind

BRANTFORD

For the year ended September 30th

1909

(Being Appendix G to the Report of the Minister of Education for the year 1909)

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO.
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29-37 Richmond Street West,
TORONTO

Ontario Institution for the Education of the Blind, Brantford

APPENDIX G. — THIRTY-EIGHTH ANNUAL REPORT OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD, BEING FOR THE YEAR ENDED 30TH SEPTEMBER, 1909.

HON. R. A. PYNE, M.D., LL.D., *Minister of Education:*

SIR,—I have the honour to transmit herewith the Thirty-eighth Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 30th September, 1909.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,
Principal.

Brantford, October, 1909.

THE INSTITUTION FOR THE EDUCATION OF THE BLIND.

In presenting the thirty-eighth annual report of the Ontario Institution for the Blind, I have to report the same average attendance (116) for the session which ended in June, 1909, as was recorded for the preceding session, although the total registration of pupils increased from 123 to 124. Some of those registered did not come in until the session was far advanced, the idea prevailing that the first absence of a young child from its home should not last more than a few weeks or months. As a matter of fact, we have practically no trouble from the homesickness of children. They very soon make friends among the other pupils, and feel quite at home, though separated from their relatives. There is less irregularity in attendance than formerly, although some whose homes are within easy reach from Brantford generally lose a day or two after Thanksgiving, Christmas and Good Friday. This is much to be regretted, not only because the absentees lose instruction which they need, but also because the irregularity is damaging to the whole class. Teaching the blind, as they should be taught, is not an easy task, even when the teachers enjoy the best of health and are well equipped for their work. I am gratified, but not satisfied, with what has been accomplished during the school year. On the whole, the pupils have been in better physical condition than the teachers, and this ought to be just the other way, in order to attain the best results. Many of the little ones arrive at the school fully impressed with the idea of their own helplessness. They have been cared for at their homes in such a way as to convince them that it would be useless or foolish to try to do anything for themselves. Even when the parents try to do their duty intelligently, the injudicious conduct of others often does harm. The mother of one of our pupils, in acknowledging the receipt of the last annual report, writes: "I must tell you that I wish it could be sent not only to parents and guardians of blind children but to a great many homes. How thankful I would have been to have seen a book like that when I started out to try to train the wee, frail life committed to my care, and it would have been such a help. I see, in reading the

experience of one afflicted in this way, he says that the greatest difficulty he had was in the ignorance of the public regarding his competence to do as others do; and I must say that was the greatest trial I had in the care of my little boy. If people could only be taught not to express their sympathy in the presence of a child afflicted thus, and always talk and act as though it was quite natural for the blind to do as others do, how much easier it would be. I have had people say in the child's hearing: 'My, is not that sad? My, I could not stand to have him around; it would break my heart.' They say those things in a half whisper, as if he were deaf or could not understand what was said. And so it comes that after spending a long time teaching him something, and taking pains to inspire him with confidence in himself, one will see him running around playing with the rest of the children, as happy as they and with no thought of danger, and say: 'Oh, my, take care; you cannot see where you are going and you will get hurt,' when in reality he would have instinctively avoided the danger and gained confidence in himself at every step; and the result is that he sits down in a safe place and your labour is all in vain; you are longer than ever getting him to think that he can run around and do things as seeing children can. . . . I feel as if there are many people in this land who would be or might be profited by reading the reports from the O. I. B. I join with others in thinking yours a grand and noble work, and may God bless your efforts is my prayer, and I am sure He has and will, and as the success of your pupils is the best recompense they can give you, I hope my boy will not fail to do his best. I do hope he will grow up to be an honourable, useful man, in whatever capacity you think him best fitted for."

Many parents of blind children have not as clear and intelligent an idea of their duty and responsibility as has the correspondent from whose letter the foregoing sentences are extracted, hence the initial difficulty in getting the new pupil strengthened in body and inspired with self-confidence. Much of this difficulty is overcome by the encouragement and example of the other pupils, and that is one reason why a blind child gets along better in this school than in the very best home. He is taught by precept and example to help himself. And that is the great, essential life lesson. The report of a meeting in Toronto on September 3rd, 1909, addressed by Mr. P. E. Layton, of Montreal, says:

These proud blind people want to support themselves. They do not want to populate charitable institutions or become a burden upon the cold hospitality of relatives or friends. Twenty years ago Mr. Layton came to Canada as an expert piano tuner, and since his arrival he has devoted himself entirely to the piano industry. Since then he has built up a business worth $150,000 and employs twenty people. Hearing of his success from afar off, these blind people said: "This is one of our kind and he is independent. We will have him come to us and show us the way."

In his speech Mr. Layton strongly emphasized the boon that occupation is to the blind, and stated that proper training makes those so afflicted self-supporting.

"Employment means health to the blind," said he, "for when working they forget their blindness. As with other people, the greatest joy they experience comes through achievement."

Turning to history, Mr. Layton reminded his hearers that the blind had contributed many valuable pages. He recalled Alfred Hollins, the great organist and composer; Senator Gore, politician; and Sir Henry Faweett, who were all blind. Milton and Homer, too, were sightless in the physical sense, though in their cases the eye of the mind was clear and strong. Dr. Campbell of England, a blind

man, had been recently knighted for his efforts in connection with educating those similarly afflicted.

Mr. Layton then dwelt on the progress of the blind people of Montreal toward independence. Last December workshops were opened. As a result influential people of Montreal were becoming patrons of the society, and were subscribing funds for the erection of a suitable institution.

"The need of a similar movement in Toronto is very apparent," concluded the speaker, "and to accomplish this result all the blind of the city must work together."

Mrs. Layton, wife of the blind man, is secretary of the Montreal organization. After her husband had finished speaking she told of her visits to workshops in New York, Brooklyn, Columbus, Boston, and London. In concluding, she pointed out that articles made by blind people should be of superior nature, so that they would be bought for their quality, and not through pity for the producer.

The officers of the Associated Blind of Toronto and Ontario are: Miss Bertha Tennant, president; Mr. G. W. Sheppard, vice-president; Miss A. Rogers, secretary; Mr. Thos. Cookson, treasurer; Miss A. Stickley and Mr. G. B. Hilker, members of committee.

During the past year I was in frequent communication with members of the Montreal Association for the Blind, giving such help as I could to the enterprise in which Mr. and Mrs. Layton and their associates are engaged, and receiving in return not only their thanks but also some information which I hope will be valuable to the pupils and graduates of the O. I. B. In November last, Mr. Layton wrote:

"Many, many thanks for the parcel of literature relating to the work for the blind. I think it is exceedingly kind of you to send me so much valuable matter. Your report for 1907 is positively the finest work of its kind. It deals with nearly every phase of the work. It would have been impossible for me to have had anything more valuable to place in the hands of some of the rich people we intend to interview. I am so glad that you personally are considering the advisability of the Institution taking an interest in the pupil after he leaves. I know only too well that hundreds and thousands of blind people fail in life for want of a little advice, encouragement and financial aid. I received my education first at St. George Blind School, London, Eng., which is now located at Leatherhead, Kent. The average cost of educating a blind person would not be less than two thousand dollars, and yet this Institution did not set apart a dollar for looking after old pupils, hence I know for a fact that a large number of talented young men and women drifted into the gutter. If an Institution would only set apart at the rate of fifty dollars per head, this would defray all expenses in helping a large number of the blind in becoming self-supporting. Every Institution should have a Council specially to deal with this department and a large percentage of successful graduates should be members of the same, as they necessarily are best fitted to help and encourage their brothers and sisters. I rejoice that the Brantford School possesses such an enterprising Superintendent. I owe my success in life to the four years that I spent at the Royal Normal College. I am particularly thankful to you for sending the reports of the Associated Workers for the Blind Conference held in Boston in 1907; also for the back numbers of *The Outlook*. If you could possibly spare a few more copies of 1907 report they would be used to good advantage I assure you. We have so many people to interview and educate."

Acknowledging the receipt of some pictures of the O. I. B. and its work, intended to illustrate a lecture given by Mr. C. F. F. Campbell, of Cambridge, Mass., in Montreal, Mrs. Layton wrote:

"Your generous contribution of photographs to our lecture was much appreciated. We had lantern slides made of some of them, and when they were shown on the curtain they were loudly applauded by the audience, numbering over twelve hundred. The work of the tuning and repairing department, also the children skating and playing in the grounds, pleased the people immensely, who seemed to be amazed at the thought of blind people enjoying themselves so much at sport and games. The lecturer spoke in glowing terms of the work being accomplished by you and urged upon the public the need of a similar Institution in Montreal. Much interest was shown in the lecture and we feel that great results will follow. It was a splendid means of educating the 'blind seeing,' as Mr. Campbell styles the public.'"

I have long been of opinion that many of the things which ought to be done for the blind never will be done until the interest of the masses in the subject is aroused and knowledge of the needs and claims and capacities of the blind is disseminated. I therefore welcomed the invitation of Mrs. O'Sullivan to discuss the case of the blind before the International Council of Women, at the Convention in Toronto. The address was thus reported:

Our Blind Citizens.—Their Numbers, Ages, Conditions and Needs.—Help Them to Help Themselves.

Herbert F. Gardiner, Principal of the Ontario Institution for the Education of the Blind, Brantford, addressed the Quinquennial Congress of the International Council of Women at Toronto, on Tuesday, June 29th, 1909, on the Condition and Requirements of the Blind. He said that the scientific definition of blindness is the absence of light perception, and the practical definition of blindness is a state in which no occupation can be followed for which vision is required. At an examination by the oculist of 111 of the 123 pupils enrolled in the Ontario Institution, it was found that 24 had no perception of light, 13 could tell light from darkness with one eye, 16 had light perception with both eyes, making 53 who were for practical purposes in total darkness; 22 had limited vision with one eye, and 36 had limited vision with both eyes, the range of vision in these 58 being such as a person of normal vision would have in twilight, in moonlight or in starlight, but in no case sufficient sight to read ordinary print or to work like people with normal vision. In 23 cases the blindness was caused by optic atrophy, in 22 by ophthalmia neonatorum (infantile blindness), in 16 by cataract (congenital and lamellar), in eight by injury of one eye followed by sympathetic ophthalmia in the other, in five by injury by powder explosions, in three injury by other means, five aniridia and coloboma, five interstitial keratitis, four retinitis pigmentosa, four degenerated eyes (cause unknown), three keratoglobus, three refractive errors, two microphthalmus, two albinism, two brain fever, one undeveloped optic nerves, one intra-uterine keratitis, one scarlet fever, one pneumonia. In six cases there was evidence of inherited syphilis. Besides the dynamite and powder injuries, there were cases of damage to the eye by scissors, by wire, by a stone thrown by a careless boy, by a crane in a workshop, by a gunshot, etc. The prevention of smallpox by vaccination has greatly reduced blindness, but experts estimate that 40 per cent. of the existing blindness is avoidable, and to this end the intelligent interest

and action of the National Council of Women is required. Blindness is rarely, if ever, hereditary. Of the 800 pupils who have attended the Ontario Institution, not more than three had a blind father or mother, while hundreds of blind parents have children with perfect sight. It is inadvisable for a blind person to marry one who is sightless, not because there is risk of blind offspring, but because every house needs at least one pair of eyes. The influence of the Council should be used to prevent the intermarriage of cousins, which is a prevalent cause of blindness, deafness and other physical and mental defects. The marriage of degenerates and diseased persons should be restrained and prevented as far as possible. Knowledge of the proper treatment of new-born infants should be disseminated. If every physician, every midwife and every nurse understood the necessity of examining the eyes of the infant, wiping away the yellowish matter with a dry rag, and applying a drop of a two-per cent. solution of nitrate of silver, the sight of hundreds of children would be saved and the sum of human happiness would be appreciably augmented. The influence of the Council can be advantageously applied to the prevention of "accidents" in mining, railway building and other occupations in which sight and life are needlessly endangered.

Members of the Council, in their individual capacity, can help the blind by advising parents to send their blind children to the school at Brantford. The Institution is a school for the education of children and youth of both sexes, under the age of 21. It is not a hospital, it is not an asylum nor a home. Children whose intellects are defective are not wanted. Adults are not wanted, for the experience of all the schools has demonstrated that the admission of adults to schools intended for children does much more harm to the children than good to the adults. Advise parents of blind children to send them to the school at once—better at five years of age than at 15. The separation is generally harder on the parent than on the child, but the good of the child should be the determining factor. Many of the children, on account of their affliction, are over petted and spoiled at home. They are waited upon and convinced that they are helpless; they get little exercise and become weak, flabby and dependent; selfish and ugly dispositions are fostered. At the school, they are soon taught to dress themselves, to eat properly and speak politely, to walk and run and play without a guiding hand. They find that other children have rights which must be respected, that the way to obtain kind treatment is to be kind to others, and in a community where all are alike afflicted each one is happier than would be possible for the blind child surrounded by a group of sighted children, in whose work and amusements he could have little part. Regular sleep, regular meals and regular exercise, with enough but not too much work, bring health, comfort and contentment, so that the pupils are always willing to come back to school when vacation is ended.

Some of the pupils who come to Brantford have attended public schools before losing their sight, and those are graded according to their acquirements. The little ones are placed in the kindergarten, where they learn to use their hands and heads. They are taught to read, with the touch of their fingers on letters composed of raised points—Mr. Gardiner exhibited books and cards in point print—they learn arithmetic (chiefly mental), geography by dissected wooden maps, object lessons with stuffed birds and animals, and in time they go on to grammar, history, literature and physiology. They sing in the kindergarten, at roll-call and in the vocal class, and some have special instruction in voice culture. Music lessons are given on the piano and the organ, and some become very expert performers and qualify for organists and music teachers. Several have passed the examinations of the

Toronto College of Music and received diplomas from that Institution. Point writing is taught by means of a "slate" and stylus, pencil writing with a grooved card and typewriting with the ordinary machine. The music is written in point, on a system which enables the performer to read with one hand while playing with the other. Staff notation is taught with a plank in which the lines are grooved and the notes and characters indicated by metal castings. Literary and musical cards and books are printed without ink in the Institution, and some of the blind lend assistance in portions of this work. In their bead-work the children learn to use their hands and to count, and many of the articles made by them, under the instruction of a blind teacher, are useful as well as beautiful. The girls are taught to knit and crochet, to sew and to darn, as well as the rudiments of domestic science. The boys are taught to make willow baskets, to net hammocks and tune pianos. The last-named is the most profitable trade, but only a percentage of the pupils are capable of becoming expert and successful tuners. The pupils require and receive the care of teachers and officers 24 hours in the day, seven days a week, and the teacher who has not an abundant store of patience and self-denial is out of place in a school for the blind. In proportion to their numbers, there are as many grades of ability among the blind as among the sighted. Ex-pupils of the Brantford school have taken degrees in Arts and Theology, have become lawyers, osteopathists, masseurs, merchants and commercial travellers; others can make baskets, brooms, brushes and mattresses, but men who work in the dark are not on equal terms of competition with those who work in the light, therefore, with just enough exceptions to prove the rule, the blind require care, sympathy and assistance from the cradle to the grave.

Many people, immersed in their own affairs, do not think of this or understand it. At first they are surprised that the blind can do anything, and loud are the expressions of wonder and admiration from visitors at our school. Later, they assume that because a blind person has been taught in the school for the blind he can paddle his own canoe as well as a person with sight, and if one fails to earn a living and goes to the poorhouse the management of the school is criticized. How many people with sight make only a bare living, and some less than that! Let the successful business man, or the educated woman, shut the eyes, empty the pockets, cut the acquaintance of friends, and estimate how much he or she could earn per day in that condition. It is not fair to say that, because the Legislature supports a school for the education of the blind, the good people of the country are thereby relieved of personal responsibility for the welfare of the blind. Statistics compiled in various States correspond so closely that it is safe to apply them to any other State or Province similarly situated. Thus we know that 90 per cent. of the blind in New York State are over 20 years of age, that 45 per cent. are between the ages of 20 and 49, and that 70 per cent. of these become blind after reaching the age of 20. What shall be done for the able-bodied adults who become blind after passing the school age? What for the graduates of the schools who for lack of capital or business ability cannot profitably employ themselves?

Presumably, there are in the Province of Ontario more than 2,000 blind persons, of whom 200 are of or under school age. There should be shops where, under sighted supervision, the adult blind could be taught to work and be supplied with steady employment, the State making up the loss, if any, of the enterprise. Such shops are found in Michigan, in Wisconsin, in Massachusetts and in many parts of Europe, and it is within the power of the National Council of Women to secure their establishment and maintenance in Ontario. The sighted boy does not learn

his trade along with his grammar and arithmetic, but enters upon his apprenticeship in the shop after he leaves school. The workshop for adults should be entirely separate from the school for children, preferably in another city. The chance to work, as compared with moping idleness, is of inestimable value to the blind man or woman. If the members of the Council could read the letters on file at the Institution in Brantford, from and on behalf of the adult blind, pleading for a chance to be taught to work, no argument would be required to demonstrate the need for such shops. The women of Massachusetts have a well organized and very useful system of home-teaching for the blind. The women of Brooklyn, N.Y., maintain a Home for Blind Babies, which is doing a world of good in a quiet way. Pennsylvania has a field officer, who travels through the State, hunting up the blind, teaching them to read and to work, and incidentally locating and canvassing such children as are eligible for admission to the schools for the blind. The Misses Holt in New York City organized the Association for the Blind which has its headquarters, offices and salesrooms at 118 East 59th Street, with a factory for blind men and a special committee for the prevention of blindness, the motto of the Association being "Light Through Work." The first step was to secure an accurate census of the blind of the State. The ladies of Massachusetts, to quote a speaker at the Boston Convention of Workers for the Blind in 1907, camped on the steps of the State House until they secured a permanent Commission, maintained by the State, in the interests of the blind. The achievements of Mrs. E. M. Chapman, in Dayton, Ohio; of Mrs. Blalock, in Spokane; of Miss Harriet Rees, in St. Louis, on behalf of the blind, show what women can accomplish when their interest is aroused. The detailed story of these achievements could be read in the reports which Mr. Gardiner had brought with him for the perusal of those interested. He was proud of the work done by the schools for the blind, but it was not enough. Legislators are human and they do not meet trouble more than half way. They will act when they are pushed by public opinion, and it takes the ladies to create public opinion and make it felt. The lines of work he had suggested were worthy of the best efforts of the best women in this or any country. They would not find the ability of a Helen Keller in every blind girl, nor the genius of Homer or Milton in every blind man. In some places they would encounter ingratitude and lack of appreciation. But if it is true that the way to be happy is to make others happy there is abundant recompense in store for those who labour to bless and uplift the blind, and he would unhesitatingly recommend it to the members of the Council of Women as one of the paths to be followed when they go about doing good.

Ex-Pupils.

We have no such committee or association as Mr. Layton recommends, to look after the ex-pupils and help them to become established on a firm footing—I wish we had—but I do what I can to find out how my blind friends are getting along, and I would do more if the days were forty-eight hours long instead of twenty-four. Generally the reports are satisfactory; sometimes they are discouraging; in some cases we do not expect good reports, for a boy or girl who is headed for the poorhouse gives unmistakable indications of the tendency before leaving school. Frequently I receive useful suggestions in letters from ex-pupils, and the story of their movements is always interesting. Thus one young lady writes:

"I feel very grateful to Miss Haycock and the other teachers for their kind-

ness and patience while I was a pupil at the school. I also thank you for the annual reports and papers which you have sent me. I made five pairs of mitts and two pairs of socks before Christmas and now I am making a baby's coat. I do all my own writing and sewing: also with my weekly allowances I buy my own clothes and other necessities, so that I am not totally dependent. I learned to churn and stone cherries last summer in the country and tried milking, but I am afraid I was a little too nervous to learn that art. If you write to me, will you kindly do so in New York point, as I like to read my own letters if possible."

Another young lady: "I am still holding my own with the rest of the music teachers here, and just now I have an extra number of sheet music and instruction books to copy. I find that we need variety in this line. One set of instruction books is not sufficient; we need more; and I believe that some of our pupils have failed in this work because of this lack. I was much interested in the account of the closing concert, and I did so much wish that I could hear it. It always makes me feel that I want to be with the O. I. B. friends when I hear of the treats they are preparing. But failing to find opportunity to be present, it is good to receive such full and interesting accounts as I have received through you. The contents of the enclosed leaflet is a sample of my composition. It was composed, like some others, during wakeful hours of the night, and while occupied with knitting, sewing, etc. I have sold quite a number of copies and am still finding ready sale for them. I reap a good profit from this and it helps also, even more than I had anticipated, to convince people of my ability to do things, though I claim for this small production quite as small a merit."

A young man writes: "I was out walking the other day and I happened to get into conversation with a gentleman who is well experienced in life. He asked me about the training of the pupils of the O. I. B., and I explained to him, as best I knew how, all that is taught there. He thinks the O. I. B. is away behind in practical training for life. For instance, boys should be taught (1) to saw and split wood, (2) to do common cooking, (3) sewing on buttons, (4) mending, (5) attending to stoves, (6) how to wash handkerchiefs, socks and underclothing, (7) how to sift ashes, (8) darn socks. He also says boys should be taught carpenter work. I know from personal experience, had I been taught those things, I would be able to make myself quite useful to my friends when I am out of employment, that is, if I could saw and split wood, sift ashes and attend to stoves."

We have made a beginning in the carpenter work since our correspondent left the school. I see no insuperable obstacles to boys learning to sew, mend and darn, and one lesson should equip a boy with the ability to sew on a button. As for the cooking and the washing, it strikes me that the danger of burning or scalding offsets the value of those classes of work, and, considering the risk of damage to person and property, I would prefer to have the stoves looked after by persons with sight, who would not drop a live coal on the floor without knowing it. If a balance could be struck between the value of clothes spoiled in the process of sifting ashes and the value of the coal saved in the sifter, I doubt if the sifting habit would survive. As for sawing wood, a blind man can learn the operation without elaborate or protracted instruction, but sight is required for splitting. We do not burn wood in this Institution, and I certainly would not recommend the purchase of a quantity of wood for the boys to practice on, though the bucksaw is excellent for the development of the muscles of the arms and chest. In the towns and cities coal or gas has replaced wood for fuel, and the little wood that is used

is usually sawed and split by machinery. While I thank my correspondent for reporting his friend's suggestions. I do not, for the reasons above given, regard them as specially valuable.

Appreciation.

Managing an Institution of this kind is not exactly equivalent to reclining on a bed of roses. One has to listen to the parent who thinks his child is entitled to better food, a softer bed, more attention, etc., than other people's children, and the parent who expects clothing to be worn from September to June and then be as good as new is still represented on my list of acquaintances. But I am glad to acknowledge the sweet reasonableness of the large majority of the men and women who entrust their blind children to my charge. From the letters received I take a few extracts.

From a parent: "Dear Friend,—I think I may honestly say 'friend,' for you have shown yourself a true friend to us. I wish to acknowledge receiving the annual report and also the report of our daughter's progress. We are very pleased with the progress she has made and very thankful to you and to all the teachers for your kindness to her and the interest you have shown in her welfare. She is enjoying her school life very much and she will find that all the years of her future life will be more enjoyable for the time she has spent at the O. I. B. We think the school is a grand institution for the country, and all who are helping to educate the pupils who need to go there are engaged in a noble work."

A mother: "I thank you for your kindness to my daughter since she first went to you, for I know by the love she has for you and her teachers she must be well treated, and I think from the marks on her honour roll she is doing fairly well and hope she will do better next term."

A mother: "I am much satisfied with my son's report. I think he has done well. Receive my best congratulations for all his progress. I think you have done a wonderful work since he has been under your direction."

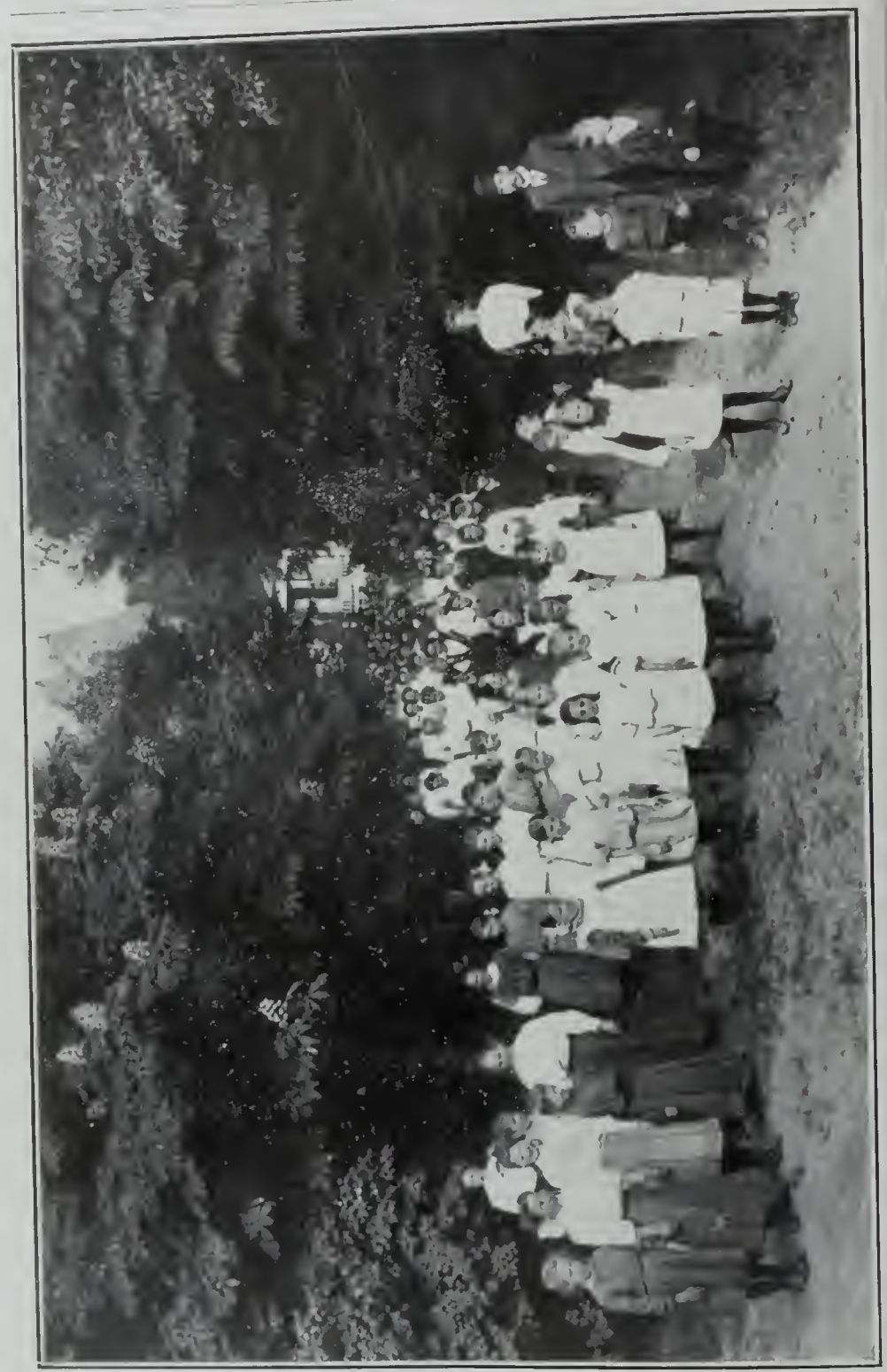
A father: "As the school term is drawing nearly to a close, I wish to thank you for the kindness my son has met with since he has been with you. Both his mother and I feel that we did the right thing in sending him when we did."

A pupil: "My parents are very grateful for the instruction I received while at the Institution, and I am sure I shall never regret going."

A mother: "I again thank you and the rest of my son's caretakers for their kindness to him in the past nine months, for I am thankful that there is such a good place for my son to go to be taught. I cannot find words to express my thanks, but my earnest prayer is that you may be spared many years to carry on the good work and to teach the poor blind children."

A guardian: "I wish to thank you once more for your kind and fatherly care of my grandson. He has done more than I could expect. I have not words to express my gratitude. I am glad he still retains the same good character that he took with him. May God bless you and your staff is the prayer of your indebted friend."

A mother: "I wish to thank you and your staff for the many kindnesses shown our little daughter in the past year. It is certainly a great comfort to my husband



and myself to know our little afflicted one is in such good hands. We think it is wonderful the progress she is making. Our praises will never cease for the Brantford O. I. B."

A father: "I am well pleased with the way my daughter is getting on at school. It is a grand institution and well managed."

A mother: "I take this privilege of thanking you and all in your school that have assisted in teaching my son this last year, for he is getting along so well and he is so willing to go back each year. I hope that he may be a great blessing to you for being Principal of such a place, and also to us for sending him."

A father: "In writing you with respect to our daughter, in the first place we thank you and the staff under you in tuition for the excellent progress she made last session. We are delighted: and also for the kindness shown her by all, which has made school life very pleasant to her."

Attendance.

The total registration of pupils in the session of 1908-09 was 124, one more than in the preceding session; at the opening on September 23rd, 1908, there were 108 pupils as compared with 112 at the opening of the preceding session; at the close 116 as compared with 117. Sixteen pupils, who were not present at the opening in September, arrived during the session, half of them in October. Of the eight pupils who were present during a part of the session, but did not remain until the end, one male and one female left on account of impaired health; one male left when accused of misconduct; two males were taken home by their fathers for domestic reasons; one female went home to have her eyes treated; one female went home for domestic reasons; one female left the Institution when her parents removed to Michigan. Of these, one is now attending the school for the blind at Lansing, and three are back in this Institution. Of the 116 pupils who were present at the end of the session, there were 58 males and 58 females.

The number of pupils in attendance at the opening on September 22nd, 1909, was 113, as compared with 108 at the corresponding date in 1908, and 116 at the closing of the school term on June 16th, 1909. Of those in attendance at the close of the last term, 92 had returned, five former pupils who were not here at the close of last term had come back, and sixteen new pupils had been enrolled. Of the five described as former pupils, two were not in attendance during any part of the session of 1908-09. The absence of the twenty-four who left in June but did not return in September is thus explained:

One (male) graduated in piano and vocal music; two (males) were excluded for incapacity, and one for lack of industry; four (males) remained at home without explaining the reasons. One (female) graduated in piano; two (females) left to teach music; one (female) proposed to study music elsewhere; one (female) is attending a school for the sighted; two females had completed their literary and industrial course; six females were temporarily detained by illness; one female detained by domestic engagements, and the absence of two (females) is unexplained.

The ages of the new pupils are as follows:

Males.		Females.	
Twenty-three years	1	Twenty years	1
Nineteen years	1	Eighteen years	1
Sixteen years	2	Seventeen years	1
Thirteen years	1	Sixteen years	2
Twelve years	1	Fifteen years	1
Eleven years	1	Thirteen years	1
Ten years	1	Eight years	3
Eight years	1	Total females	10
Seven years	2	Total males	11
	11	Total males and females	21

The total registration in the official year, October 1st, 1908, to September 30th, 1909, was 142—72 males and 70 females—against 139 in the preceding official year.

Pupils Registered in Session 1908-09.

Name.	Residence.
Bartley, Alonzo	Edgar's Mills.
Bartley, Lyman	Edgar's Mills.
Black, Herbert	Vars.
Burgess, Lloyd	Princeton.
Chatelain, Jean	Ottawa.
Clarke, Walter	Toronto.
Clemmett, Wilbert	Omemee.
Colby, Edward	Stratford.
Crew, William	Toronto.
Cundy, John	Regina, Sask.
Daniel, Ovila	Big Point.
Derbyshire, Byron	Athens.
Duff, Charles	Banda.
Elnor, Harold	Toronto.
Fenton, Mills	Allenford.
Frayne, Orville	Forest.
Garlick, Walter	Ottawa.
Golz, Gustav	Beausejour, Man.
Graham, Glen	Birnam.
Harvey, Walter	Toronto.
Hawken, Howard	Whitby.
Henderson, Richard	Duntroon.
Higgins, Thomas	Toronto.
Johnston, Harold	Brockville.
Kelland, Wilbur	Kirkton.
Kelley, Byron	Oakville.
Kennedy, Thomas	Guelph.
Lee, George	Epping.
Lott, Albert	Brussels.
Marcotte, Cleophose	Mattawa.
Martel, Ubald	The Brook.
McAvoy, Thomas	Bruce Mines.
McBride, Charles	Danforth.
McCaul, David	Ottawa.
McCutcheon, Roy	Port Stanley.
McDonald, John	Alexandria.
McDonald, Norman	Mitchell.
McKim, Burney	Picton.
Mealing, Oliver	Brantford.
Murray, Ancile	Goderich.
O'Donnell, James	Lanark.
Ouellette, Arthur	Belle River.
Patterson, Clifford	Hamilton.
Paul, Leonard	Haileybury.
Porte, Aquila	Aylmer.
Quick, Harold	London.
Raymond, Walter	Collingwood.
Rees, Walter	Steelton.
Ross, Leslie	Elstow, Sask.
Ryan, Ener	Elginfield.
Sherman, Leonard	Taber, Alta.
Simmons, Walter	Copper Cliff.
Smith, Joseph	London.
Steele, Frederick	Perth.
Thompson, William G.	Toronto.
Valiant, Horace	Toronto.
Vance, Frank	Toronto.
West, Lionel	Galt.
White, Harry	Swansea.
Wilkinson, Byron	Sarnia.
Wisner, William	Schomberg.
Yarocki, Harry	Garland, Man.
Ash, Rachel	Sarnia.
Bickerton, Gladys	Navan.
Branston, Ethel	Hamilton.
Brooks, Ruby	Bluevale.
Catling, Nellie	Goderich.
Conybeare, Nettie	Innerkip.
Crawford, Annie	Strathroy.
Cuneo, Mary	Toronto.
Curry, Catharine	Toronto.
Davidovitz, Esther	Hamilton.
Davison, Winifred	Griersville.
Deschenes, Louise	Bonfield.
Doherty, Marguerite	Peterborough.
Duciaume, Eva	Rockland.
Elliott, Isabel	Elkhorn, Man.
Foster, Olive	Tillsonburg.
Fox, Irene	Walkerville.

Name.	Residence.
Fruiter, Pearl	London.
Hawley, Doris	Winnipeg, Man.
Heaphy, Norah	Ottawa.
Henrich, Evelyn	Brantford.
Hepburn, Alice	Port Elgin.
Hepburn, Harriet	Port Elgin.
Hewison, Betsy	Toronto.
Huut, Olive	Toronto West.
James, Gertrude	Waterford.
Johnston, Charlotte	Guelph.
Johnson, Eva	Glencoe.
Kaufman, Blanche	Ridgetown.
Kay, Grace	Brantford.
Lammie, Amy	Heusall.
Lammie, Greta	Hensall.
Lansdowne, Norah	Toronto.
Liggett, Margaret	Indian Head, Sask.
Macpherson, Mary	Oso Station.
Marsh, Mary	Holland Landing.
McEwen, Geraldine	Radisson, Sask.
McLeod, Lilian	Webbwood.
McQuade, Ethel	Stratford.
Meehan, Laura	Toronto.
Miles, Mildred	Toronto.
Miller, Susan	Gravenhurst.
Muntz, Eva	Vegreville, Alta.
O'Neill, Mary	Ottawa.
O'Reilly, Edith	Ottawa.
Patterson, Alma	Brantford.
Quiun, May	Hillside.
Rooke, Emma	Dereham Centre.
Routley, Elsie	Toronto.
Sage, Edna	Fanshawe.
Slough, Grace	Fenwick.
Speers, Edith	Griswold, Man.
Spicknell, Letitia	London Junction.
Squair, Ethel	Williamstown.
Stearns, Sarah	Ottawa.
Stephenson, Muriel	Collingwood.
Stevens, Ethel	Peterborough.
Thompson, Gladys	Toronto.
Thompson, Teresa	Hamilton.
Wilcox, Catharine	Toronto.
Wright, Elsie	St. Catharines.
Wyld, Gretchen	Wetaskiwin, Alta.

New Pupils at Opening of Session, 1909-10.

Name.	Residence.
Sparling Beach	Ottawa.
Orval Damude	Thorold.
Stanley Fonger	Bruce, Alta.
Antonio Godbout	Ottawa.
Valmore Landriau	Ottawa.
Wilson Murch	Fairground.
William O'Keefe	Hamilton.
Aquila Porte (re-admitted	Aylmer.
Fred. Price	Niagara Falls.
Melville Salter	Oshawa.
James Cotter	Ottawa.
Alma Brunsden	Brantford.
Maude Dunlop	Cooper's Falls.
Elizabeth Ingram	Ottawa.
Pearl Loomis	Taber, Alta.
Muriel Martin	Toronto.
Isabel Munro (re-admitted	Woodstock.
Edna Sage (re-admitted	London.
Verna Sage (re-admitted	London.
Sarah Stearns (re-admitted	Ottawa.
Gladys Woodcock	Toronto.

Entertainments.

The Tuesday evening entertainments by the pupils were continued throughout the session, with excellent results in individual cases, though there were indications of waning interest in them toward the close. Perhaps this was due to the unusually large number of centennial entertainments, which absorbed the attention of teachers and pupils. At the Hallowe'en concert on October 31st, there were piano solos by Louise Deschenes, Jean Chatelain, Geraldine McEwen, Lilian McLeod, Clifford Patterson, Emma Rooke and Albert Lott; an organ solo by Charles Duff; songs by Gladys Thompson, Eva Duciaume, John McDonald, Teresa Thompson, Mary O'Neill, Mary Cuneo, William Thompson, Isabel Elliott, Elsie Routley and Norah Heaphy; recitations by Byron Kelley, Blanche Kaufman, Norah Lansdowne, Orville Frayne, Susan Miller, Lionel West, Mildred Miles, Leslie Ross, May Quinn, Sarah Stearns, Lyman Bartley, and Catharine Curry; a dialogue by Ethel Squair, Winifred Davison and Doris Hawley, and a chorus, "Beautiful Moonlight," by about twenty of the girls. During the intermission refreshments were distributed.

The completion of the willow peeling was celebrated on November 24th by an oyster supper and concert.

Christmas Concert.

The Christmas concert was held on December 22nd, the Music Hall being filled with an appreciative audience. Beginning promptly at eight o'clock, the long programme was carried out without any waits or delays, and perfect order was observed notwithstanding the discomforts of crowding. Principal Gardiner in his opening remarks explained that the programme would not be so severely classical as that of the closing concert in June, but would include recitations by several of the junior pupils. Programmes had been provided in ink and point print, and he was glad to notice the presence of several ex-pupils to whom the latter would be a convenience.

The first pupil to be called upon was Miss Louise Deschenes, who played a double number, "Grand Chorus in G" and "Gavotte de Mignon," on the pipe organ very creditably. Then came two recitations by the juniors, "When Santa Claus Comes," by Betsy Hewison and "A Little Boy's Sermon," by Thomas Higgins, both well delivered. The kindergarten chorus, with Muriel Stephenson, Betsy Hewison, Teresa Thompson, Pearl Fruiter, Mary O'Neill, Gladys Bickerton, Eva Duciaume, Rachel Ash, Marguerite Doherty, Frank Vance, Ancile Murray, Leonard Sherman, Howard Hawken, Walter Garlick and Joseph Smith, all neatly and prettily dressed, sang "The Fox and the Crow," "The Dog and His Shadow," accompanied by their teacher, Miss Lee, who had every reason to be proud of her class. The first piano solo was played by a charming little lady, Ethel McQuade, whose rendering of Rheinhold's "Impromptu, C sharp minor," must have been gratifying to her teacher, Miss Harrington. What many considered the hit of the evening was the next recitation, entitled "Boys' Rights," by Leonard Sherman, a sturdy little chap from the wild and woolly west, who will yet make his voice heard in the country, if he keeps his promise to remember the boys when he becomes a man. Isabel Elliott recited Longfellow's poem, "Robert of Sicily," in a manner that demonstrated the possession of considerable elocutionary talent and an extraordinary faculty of memorizing. The choral class under the direction of Mr. Andrews sang Pearson's "Jaeger Chorus," and Thomas Kennedy, also a pupil of Mr. Andrews, sang a Christmas song "The Child of Bethlehem," several of his old friends noting a decided improvement in his voice since his last appearance in concert work. Four of Miss Moore's pupils, Jean Chatelain, Charles McBride, Harold Elnor and Albert Lott, made their debut in the piano quartette, "Galop Brillant," by Kirchner. The recitations, "Little Gottlieb's Christmas," by Mary Marsh; "Elder Lamb's Donation," by Orville Frayne; "The Landlord's Visit," by Nellie Catling, and "In the Children's Hospital," by Winifred Davison, were all given with spirit and effect, showing the results of thorough training by Miss Walsh, the instructress in elocution. The memorizing was perfect, the enunciation distinct and the modulation and shading correct, while the selections were interesting. Catharine Curry played "Colombine" as a piano solo, and the final number, by Charles Duff, was MacDowell's "Hexentanz," which was heartily applauded.

Rev. Mr. Mansell and Rev. Father Cummings spoke briefly of the pleasure they had felt in listening to the entertainment and of their interest in the welfare of the school, after which the audience joined in singing "God Save the King."

In connection with the distribution of gifts from the tree on Christmas night, a pleasing programme was presented by the following pupils: Geraldine McEwen, Walter Raymond, Sarah Stearns, Letitia Spicknell, Ubald Martel, Wilbert Clemmett, Walter Clarke, Margaret Liggett, Leonard Sherman, Walter Simmons, Grace

Slough, Jean Chatelain, Ethel Squair, Irene Fox, Isabel Elliott, Susan Miller, William Crew, Norah Lansdowne, John McDonald and Norah Heaphy. Mrs. Richard Smith and her daughter, Miss Helen Smith, of Chicago, also contributed songs.

Mendelssohn Concert.

(*From the Brantford Expositor, February 4th,* 1909).

Felix Mendelssohn, the great musician and composer, was born on the third of February, 1809. and died on the fourth of November, 1847. Last evening a Mendelssohn concert was given by the pupils of the Ontario Institution for the Blind, under the direction of Mr. W. N. Audrews, assisted by the choir of the Wellington Street Methodist church, under the direction of Mr. Thomas Darwen. The programme was wholly composed of Mendelssohn's productions, with the exception of the closing number by the choir, Haydn's "The Heavens Are Telling," the introduction of which was considered appropriate because this year is the centenary of Haydn's death.

After brief remarks by the principal and the opening number on the organ by Mr. Darwen, Mr. Andrews delivered au instructive address on "Mendelssohn and Mendelssohn's Music," in the course of which he outlined the principal events of the great composer's life, named his masterpieces, described his industrious, virtuous life, the reflex of which appears in his compositions, told of his visit to England and his pleasant intercourse with Queen Victoria, and mentioned two innovations which Mendelssohn had introduced into music—the song without words, and the Goblin movement. The programme, Mr. Andrews said, would fully illustrate the varied character of Mendelssohn's work.

There were only two piano selections, a double number, "Duetto," and "Spring Songs," by two pupils, Catharine Curry and Ethel McQuade, both of whom played with good expression, and "Andante and Rondo Capriccioso," played by Miss E. Buchanan, who kindly took the place of an absent pupil. On the organ Charles Duff played "Sonata No. 2," and "Prelude," besides several accompaniments, and Louise Deschenes played "Andante," "Sonata No. 3." The good work of both these pupils is known to attendants at O. I. B. entertainments. Mrs. A. M. Zinn, the soloist of the Wellington Street choir, charmed her hearers by her singing of "O, Rest in the Lord," aud was highly complimented therefor. The vocal solos of pupils were "And He Journeyed to Damascus" and "But the Lord is Mindful of His Own," by Richard Henderson, "Hear My Prayer" and "Oh, For the Wings of a Dove," by Isabel Elliott, and "It is Enough," by Thomas Kennedy, all of which were appreciated. Besides "The Heavens Are Telling," the Wellington Street choir sang "He is Watching Over Israel," most effectively, and the choral class of the Institution sang "The Forest," and the double number, "Hearts Feel That Love Thee" and "May Bells." The pupils wore Mendelssohn's favourite flower, the red carnation, and many of the members of the choir were similarly decorated. By common consent, the programme of last evening, though prepared under unusual difficulties on account of illness among the pupils and teachers, was considered a particularly good one, and Mr. Andrews received many warm congratulations on the success achieved.

Chopin Concert.

(From the Brantford Courier, March 2nd, 1909).

The concert hall at the O. I. B. was comfortably filled last evening with an appreciative audience to listen to the Chopin Centenary concert given by the students, assisted by Misses Ella Chalcraft and Jean Haight.

The Principal, in his opening remarks, explained that this was only one of several centenary evenings which were being held. A few weeks since an excellent programme was given commemorating the 100th anniversary of Mendelssohn. Then followed a couple of evenings devoted to Lincoln, and in the near future a Tennyson evening would be given, the year being also the great poet's hundredth anniversary. Mr. Gardiner then called on Mr. Andrews to speak on Chopin and Chopin's music.

Mr. Andrews gave a short, concise, but very interesting account of Chopin as a man and as a composer. In part, he said: Chopin evidently was a man with little control over his affections; they were easily transferable and of short duration. This physical or mental disease, this constantly falling in love and always suffering disappointments, is the reason given by some critics for the sad sweet strain running throughout his music. Others tell us that Chopin was passionately patriotic. Poland was passing through a political crisis and Chopin being intensely loyal felt bitterly the sorrow, trouble and humiliation of his fellow countrymen. It was this patriotism, this heartfelt sympathy for the Fatherland, in his mind, that was the cause of so much melancholy and remorse in his compositions. His music possesses the melancholy sadness of the Pole, combined with the brilliant passion of the Parisian. After giving interpretations of the different numbers on the programme, Mr. Andrews called on Miss Louise Deschenes for the opening number, the A Major Polonaise, which received an excellent interpretation. Miss Deschenes entered into the martial feeling with true military style. The Nocturne in G Minor, with its pathetic melody, was most thoughtfully and musically played by Charles Duff, while the Waltz was rendered in a delicate and charming manner. Thomas B. Kennedy certainly possesses a good musical temperament and the Etude and Polonaise were played with fine expression.

The Andante and Polonaise Op. 22, with organ accompaniment by Charles Duff, received a splendid interpretation by Miss Ella Chalcraft. Her execution was brilliant and expression consistent. The Polish Spring Song was beautifully sung by Isabel Elliott.

The ever popular Berceuse, Chopin's cradle song, has not been heard to better advantage. Miss Jean Haight, with a true refinement, felt its rhythmic character and rendered it most musically and with delicate expression.

The funeral march was ably performed on the organ by Charles Duff. His registration was good and effective.

Ethel McQuade showed considerable expression and musical interpretation in the Nocturne Op. 29, No. 2, and in the Waltz.

Charles Duff certainly excelled himself in the rendition of the Ballade. He seemed to have caught the Polish character, playing with a delicacy of technique and a perfect refinement, while he threw himself into the composition with such abandon that his climax was exceptionally good.

That educational matters both literary and musical are conducted to the best interests of the blind is strongly evidenced by these special evenings with their tribute to the great men of the past.

Mr. Gardiner introduced Mr. Hamilton, Principal of the Blind School at Batavia, N.Y. Mr. Hamilton gave some interesting facts of their work at Batavia and spoke strongly of the benefits of a cheerful and receptive mind.

God Save the King concluded a pleasant and helpful evening, after which dainty refreshments were served to the visitors and those assisting, and a jolly half hour was spent.

The following was the programme:

Address—"Chopin and Chopin's Music," W. Norman Andrews.

Piano—Polonaise, Op. 40, Louise Deschenes.

Piano—(*a*) Nocturne, Op. 37, No. 1; (*b*) Waltz, Op. 64, No. 2, Charles Duff.

Piano—(*a*) Etude, Op. 25, No. 7; (*b*) Polonaise, Op. 53, Thomas Kennedy.

Piano—Andante and Polonaise, Op. 22, Miss E. Chalcraft.

Song—"Polish Spring Song," Isabel Elliott.

Piano—Berceuse, Op. 57, Miss J. Haight.

Organ—Marche Funebre, Op. 35, Charles Duff.

Piano—(*a*) Nocturne, Op. 49, No. 2; (*b*) Valse, Op. 64, No. 1, Ethel McQuade.

Piano—Ballade, Op. 47, Charles Duff.

God Save the King.

On March 8th, Richard Henderson, one of the pupils, delivered an address on the centenary of Louis Braille, the inventor of point print for the blind. Incidentally, he described several other systems of writing by and for the blind.

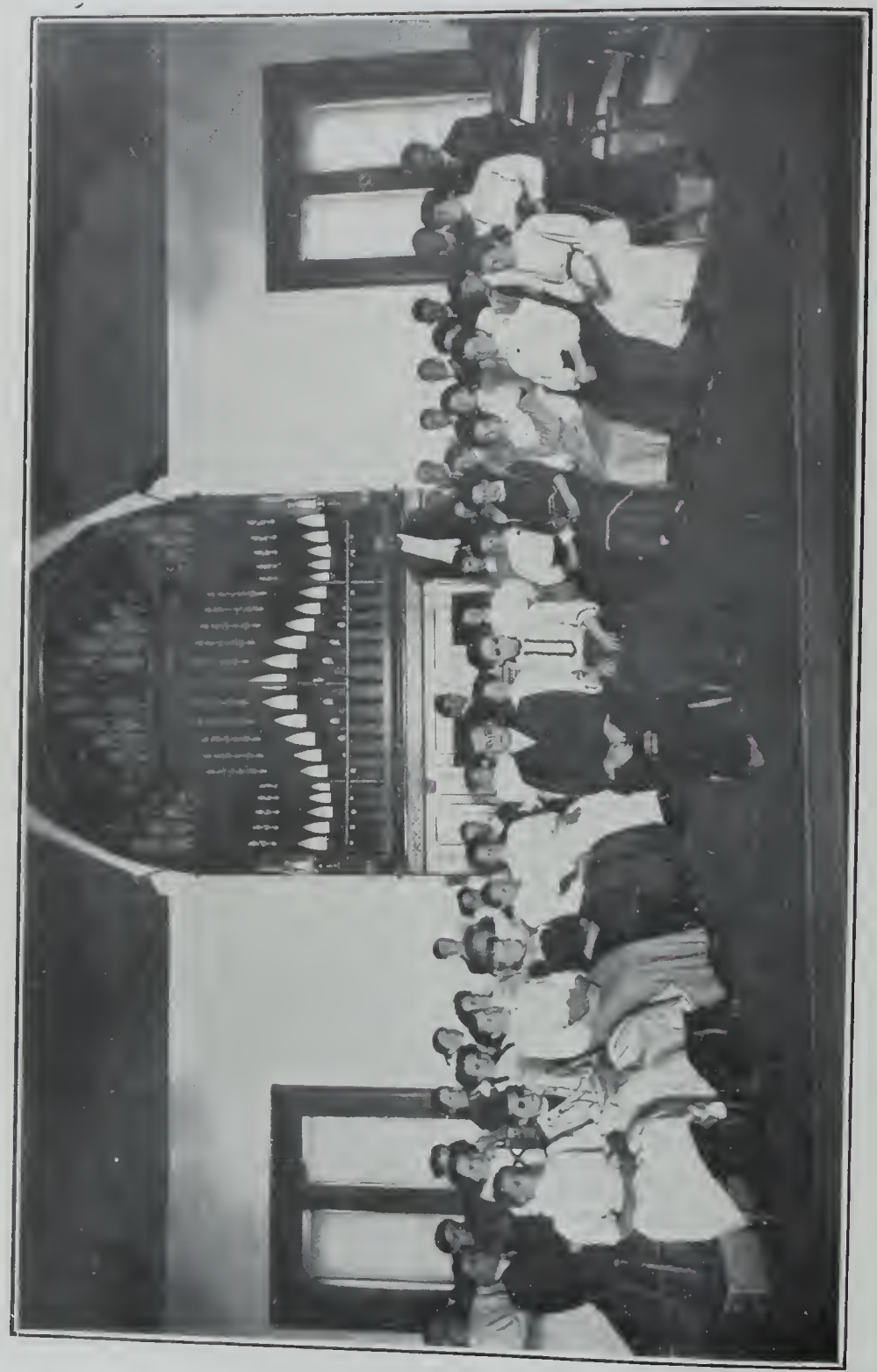
On March 9th, the Mendelssohn concert was repeated in the Wellington Street Methodist church, the choir of the church and the pupils of the Institution taking part as on February 3rd.

March 29th, several of the pupils assisted at an entertainment in St. James' church.

Closing Concert.

(*From the Brantford Courier, June 15th,* 1909.)

The music hall of the Ontario Institution for the Blind was filled to overflowing last evening, the occasion being the closing concert of the session, and notwithstanding the length of the programme standing room in the aisles and adjacent corridors was at a premium until the end of the last number. Principal Gardiner explained that, as an ample synopsis of the story of Joan of Arc would be found on the ink-print and point-print programmes, no verbal explanations were required, hence it was possible to begin the work of the evening promptly. Charles Duff, who lives at Banda, but is now very well known in Brantford musical circles, opened the programme with Rheinberger's "Pastorale Sonata" on the organ and afterwards played Wieniawski's "Valse" on the piano, besides taking part with Louise Deschenes in Dvorak's Duo, "Slavonic Dances." Miss Deschenes also gave an organ number, Guilmant's "Elevation," and Thomas Kennedy played Liszt's



Choral Class, O. I. B.

"Liebestraum No. 3" on the piano. Richard Henderson sang Piccolomini's "Ora pro Nobis," and the closing number of the first part of the programme was Tschaikowsky's "Marche Militaire" on two pianos by Jean Chatelain, Harold Elnor, Charles McBride and Clifford Patterson.

At the request of the Principal, Dr. Torrington of the Toronto College of Music, presented diplomas to Louise Deschenes for piano and to Thomas Kennedy for piano and vocal music, complimenting the graduates on the accuracy of their work, which, he said, reflected credit upon themselves and their teachers. W. S. Brewster, M.P.P., in a pleasant speech, presented the College testimonials to Louise Deschenes (third year piano, first class honours), Louise Deschenes (first year organ, first class honours), Eva Johnson (first year theory, honours), Ethel McQuade (second year piano, first class honours), Ethel McQuade (first year theory, first class honours); and Rev. Mr. Wright, of St. Jude's, with appropriate remarks presented the testimonials that had been earned by Thomas Kennedy (third year piano, first class honours), Jean Chatelain (first year piano, first class honours), Richard Henderson (first and second year vocal, first class honours).

The second part of the programme was then taken up and carried to a conclusion without a break or wait, the audience being enthusiastic in expressions of satisfaction and pleasure. It consisted of Alfred R. Gaul's historical cantata, "Joan of Arc," founded on the story of the famous Maid of Orleans. The solo parts were taken by Isabel Elliott (soprano) and Thomas Kennedy (baritone) of the Institution, and Mr. W. Crooks (tenor) of Brantford, who kindly gave his services to assist the pupils, as did several other Brantford vocalists, who strengthened the chorus. The singers had been thoroughly trained by Mr. W. Norman Andrews, the musical director, and the accompaniments being played by Mr. Andrews himself and by Charles Duff (on the pianos and organ), this beautiful, but difficult production was presented with vim and smoothness that would have been creditable to any company on any stage. Many compliments were given to the soloists and the accompanists by musical critics in the audience, the consensus being that the successful production of Joan of Arc was a notable event in the musical annals of the Institution and the city.

Out of Town.

Several of the pupils and ex-pupils took part in entertainments outside of the Institution.

(*From the Woodstock Sentinel-Review, February 11th*, 1909.)

The recital given in New St. Paul's was a musical treat, such as Woodstock seldom experiences, when the "Blind Boy Organist" led his audience through music's sunlit maze.

All that has appeared in the papers of Master Charlie Duff, enthusiastic though the references to his masterly playing were, hardly prepared one for the exquisite ethereal quality of his touch, the pure, clear sympathy of which drew and swayed his hearers with a power irresistible as it was unconscious. In common with all blind musicians the "Boy Organist" possesses a peculiarly searching insight into the sympathies of the masters whose works he interprets. It was as if, denied physical sight, he had turned the strong light of his genius with all the more comprehension on the studies he loves. Pathetic as it is to think of the young lad

deprived of sight, one cannot help realizing, after hearing him play, that his great loss is his greater gain, for to such as he music must always be a sweet consoler in every trouble.

As the tender tones of Wheeldon's Nocturne throbbed on the ear it was as if one stood under the wind-swept night sky, with the clear breeze whispering in the trees and laving one in its freshness; through it all was the undercurrent of regret which belongs to the hours of darkness. Raff's Cavatina, a simple singing melody of which it is hard to grow tired, was rendered with soothing softness, and Gounod's Marche Militaire showed the young musician's mastery of the organ and his powers of realistic portrayal. Rheinberger's Fugue from the Pastorale Sonata was a splendid exhibition of technique and interpretation. Rossini's Overture (William Tell) was Master Charlie Duff's triumph; in it he displayed a truly astounding knowledge of the requirements of this magnificent composition. There was no hesitancy, but the clear flowing of a masterly touch, and the wonder and beauty of it is all the greater when it is remembered that this blind boy is but sixteen years of age. Woodstock people will always welcome this young musician of great promise and heartily greet him when he comes again.

(*From the Kingston Standard, March 8th,* 1909).

The music by the choir, under the direction of the blind musician, Mr. H. C. Treneer, contributed much to the enjoyableness of the services. Mr. Treneer presided at the organ, and his playing was beautiful, marvellous in fact when his great handicap is considered. Only a born musician could finger the keys with the fidelity and skill which characterizes Mr. Treneer's playing. Mr. Treneer has been engaged as organist and choirmaster of the church, and yesterday was his initial appearance in his dual position. At the close of the evening service a short organ recital was given by Mr. Treneer, who played a number of beautiful selections in such a way as to show that he was master of the keys.

(*From the Thessalon Advocate, June* 18*th,* 1909).

Dunn's Valley, June 14.—Mr. John Nicolson, the celebrated blind tenor, gave his annual concert here on Saturday evening, and a large and appreciative audience greeted him. He was assisted by Miss B. Munholland, Miss A. McKenzie, Miss O. Mitchell, and Mr. James Dixon. Mr. James Singleton ably filled the chair.

Despite his terrible handicap, Mr. Nicolson ranks among the leading vocalists of the day, and we wish him every success.

(*Rydal Bank Correspondence of Bruce Mines Spectator, October* 30*th,* 1908).

Mr. Jno. Nicolson, Blind Tenor, entertained a large audience here last Wednesday evening. Mr. Nicolson possesses a well-trained tenor voice of fine robust quality, his enunciation is excellent and all his numbers were loudly encored. Miss Etta Campbell and Miss Ruby Grigg of Bruce Mines played a duet with fine expression and splendid technique, the encore was responded to by Miss Campbell with the Scotch selections which were well received and vigorously encored.

(*From the Brockville Recorder, November 6th,* 1908).

George Street church was crowded to the doors last night, the occasion of the recital by Miss Irene Mallory and Mr. J. E. Boudreault, of Ottawa. The programme was varied and carried out without a hitch. The members of the Epworth League had charge of the entertainment and are to be congratulated over its success, socially and financially.

Mr. Boudreault is an Ottawa gentleman, with a baritone voice of rare culture. Though afflicted with blindness, he seemed to enjoy the surroundings, and received well merited applause.

(*From the Elkhorn, Man., Mercury, August 5th,* 1909).

Miss Belle Elliott's musical recital on Tuesday evening in the Methodist church, surpassed the expectation of the listeners. This is the third successful appearance she has made on the platform here and each time her appearance and talents have been more thoroughly enjoyed and appreciated. Miss Elliott is the adopted blind daughter of Mr. and Mrs. J. Danbury, and for the past three years has been a pupil of the Brantford Institute for the Blind, and her work on Tuesday evening cannot be too highly praised, showing indubitably careful and intelligent training, and the instinctive power for grasping and overcoming difficulties, which seem to us unsurmountable. In face of the fact of the evening being exceedingly warm the church was almost filled and the audience gave their very best attention, Rev. Mr. Taylor filling the chair. Miss Elliott opened her recital with a solo, followed by an organ instrumental. Then a song with Auto Harp accompaniment. The fourth item, a recitation, "Robert of Sicily," was a special feature, but the best number was undoubtedly "Hear My Prayer." For this selection Miss Elliott received special comment in the Brantford papers last March. The reading from the raised print was something new to most of the gathering, and was enacted faultlessly. Eight other selections were enjoyed, including a duet, Miss Elliott and Mr. T. McLeod, which received a hearty encore. The proceeds amounted to thirty dollars, and all went home feeling they had not only spent a most enjoyable evening, but one that was instructive as well.

(*From the Saskatoon, Sask., Phoenix, August 17th,* 1909).

The concert given in the Third Avenue Methodist church by Miss Belle Elliott, pupil of the Brantford Institute for the Blind, was a treat for those who were able to attend. As an elocutionist Miss Elliott can hold her own with some of the best, and as a singer is worth while hearing. Miss Elliott was ably assisted by local talent.

(*From the Montreal Witness, August 26th,* 1909).

Master Charles Duff, the blind pianist, favored St. Lambert last evening with a piano recital, assisted by Mrs. Burland and Mr. R. A. Diplock. The town hall was crowded, and the audience greatly pleased with the performance of Master Duff, who has the promise of becoming a leading Canadian artist. Master Duff

is totally blind, and was a pupil of the Ontario Institute for the Blind, Brantford. He is ambitious, and is endeavouring to earn sufficient to study in Germany. His programme included the standard works of the great masters, and his technique and temperament left little to be desired.

A Presentation.

Though not properly included under the heading "Entertainments," the following item from the Buffalo Courier of July 18th, 1909, will interest ex-pupils who were at the Institution at any time during the past thirty-five years, Mr. Lambden being the oldest employee still in the service.

Brantford, July 15.—As a mark of their affection and good will, the officers and brothers of St. Jude's Sunday School recently called at the home of G. G. Lambden in Superior Street and presented him an address and set of pearl-handled knives and forks. Mr. Lambden has just retired as superintendent of their Sunday School, the duties of which office he faithfully fulfilled for fifteen years.

The rector, the Rev. T. A. Wright, after explaining the reason for their visit, read the following address, which is beautifully illuminated and enclosed in a handsome frame:

> Dear Mr. Lambden:—We feel that we would be remiss in our duty to you if we let this opportunity pass without expressing our deep appreciation of all you have done in St. Jude's Sunday School for so many years.
>
> We know you have at all times had the best interest of teachers at heart and feel that you have acted as Superintendent of St. Jude's Sunday School.
>
> And by your loyalty to our beloved church, and your constant attendance at its services and the school, whenever possible, have set us an example we do well to follow. We shall miss your familiar face and kind words in the school, but hope you may continue to think of us and pray for us though absent from us.
>
> Many have gone out from our school greatly profited by the blessings received there under your fostering care, and no one can know here how much that work may be multiplied by our Blessed Lord.
>
> The harvest is not yet, but when it does come we look for many precious sheaves being gathered as the result of your labour of love.
>
> We hope you will accept this small token of our esteem for you while we pray that many years may be spared you still to labour here for the Honour and Glory of our Lord and Saviour, Jesus Christ.
>
> In behalf of the Sunday School.
>
> T. A. WRIGHT, Rector.
> CHAS. F. HOUSE, Assistant Superintendent.
> EDWIN W. J. HUNT, Secretary.
> MAY LONEY, Treasurer.
>
> Brantford, Ontario.

Mr. Lambden was completely taken by surprise, and with no little emotion made a grateful reply in terms which truly indicated that in this case "from the abundance of the heart the mouth speaketh."

Music.

The following pupils passed the Toronto College of Music Examinations:

Diploma (piano), Louise Deschenes.
Diploma (piano), Thomas B. Kennedy.
Diploma (vocal), Thomas B. Kennedy.
Third year piano, first-class honours, Louise Deschenes.
Third year piano, first-class honours, Thomas B. Kennedy.
Third year vocal, honours, Thomas B. Kennedy.
Second year piano, first-class honours, Ethel McQuade.
Third year piano, first-class honours, Thomas B. Kennedy.
Second year vocal, first-class honours, Richard Henderson.
First year piano, first-class honours, Jean C. Chatelain.
First year organ, first-class honours, Louise Deschenes.
First year vocal, first-class honours, Richard Henderson.
First piano harmony, honours, Ethel McQuade.
First piano harmony, pass, Eva Johnson.
First history, first-class honours, Ethel McQuade.
First history, pass, Eva Johnson.
First written harmony, first-class honours, Ethel McQuade.
First written harmony, honours, Eva Johnson.

I repeat my recommendation that the instructor in piano tuning should be employed for the whole day, and not for the forenoon only, not only because some of his pupils require constant instruction and supervision, but also because it is not advantageous to the school to have teachers with divided interests. My predecessor, the late Mr. Dymond, after an experience extending over more than a score of years, was such a thorough believer in the principle of "one man one job" that he would not even consent to have one of the music teachers play the organ in a city church on Sunday.

The demand for instruction on the piano is always in excess of the supply of practice pianos, the latter being limited by the scarcity of rooms in which to place them—each piano requiring a separate room. It does not follow that every application for music lessons should be granted; some parents, who are most persistent in their requests on this line, ought to know, if they do not, that their children are physically or mentally incapable of becoming musicians; some children who have enough ability lack the industry and persistence necessary to make progress; hence the survival of the fittest.

With increased experience of the capacities and requirements of the blind, I hold more strongly the opinion that we make a mistake in confining the musical instruction to piano and organ, the theory used to justify that limitation being that blind men who can play on portable instruments are likely to get into bad company and take to drinking. If a blind man, or a seeing man, has not learned to say "No," the fact that he earns his living by playing the organ in a church will not keep him sober; if he has been taught to take care of himself, he can be

a total abstainer in a dance hall or a bar-room. So many occupations are closed against the blind that we should think seriously before further limiting their opportunities to earn a living. The following extract from a letter sent by Mr. W. G. Holmes, the Manager of the Ziegler Magazine, New York, to the Indianapolis Convention of Instructors of the Blind, puts the idea in practical form:

"There is another matter on which I would like to get information, and that is, how many of the schools attempt to maintain orchestras, and to teach their blind the use of other instruments than the piano? I went up the Hudson recently and a band of a dozen people furnished music, playing mainly the popular airs. I could not help but think what a fine thing it would be if blind people were furnishing this music. I never go over a Staten Island boat and see three or four husky Italians furnishing the music on the ferry boats that I do not regret that blind people are not doing this themselves. I always drop a nickel into the hat passed around, not because I want to give these fellows charity, but because I have been entertained by their music and am willing to pay for it, and I should have been pleased to have dropped a larger amount if the players had been blind people. Here in New York a great deal is paid out by the city for music in the parks in the evening, etc., and a band of twenty people furnish the music. If the blind were properly taught the use of these instruments, do you not think they could furnish this music, and do you not think it would open up a large field of employment to them?"

The writing of music in point by the pupils has not been satisfactory, on account of a lack of uniformity in the methods of instruction, the custom having been for each music teacher to dictate to his or her pupil, thus cutting down the time that should be devoted to the music lessons proper. For this reason we have, during the last couple of years, purchased more music in point than formerly, though not losing sight of the fact that every blind pupil should be competent to write music in point when dictated from the ink copy. To improve the character of the writing, and especially to attain greater accuracy in the spacing, I compiled a book of sixteen pages, and had it printed in New York point, containing the notes, characters, abbreviations, definitions, etc., with which the pupil must become familiar. I also compiled and printed a synopsis of the book in card form and had the cards varnished so that they will stand plenty of handling. It is intended to form a class with Miss Moore as the teacher, and each music pupil will be carefully instructed and examined on the contents of the book, until able to write music correctly from dictation.

Two books in point, containing the music of hymns used in the morning devotional exercises, have been printed, and the pupils will find these useful in connection with the class above referred to.

A book entitled "Notes on Harmony" was compiled by Miss Moore and printed in point for the use of her pupils.

Under the heading, "Sightless Teachers of the Seeing," E. H. McNiel, Director of Music in the State School for the Blind, Macon, Georgia, writes as follows in the New York Music Folio:

"I have often been asked the question, 'How can a blind man teach Music to a person who can see?' and the answer to this question involves much consideration. That he can teach has been thoroughly demonstrated and, I might say, it has been equally demonstrated that, under certain circumstances, he can not and should not undertake such work. In the first place, a blind man without an ear for music is absolutely unfit for the business; and then, no matter how good

his ear may be, even though he may have absolute pitch, he cannot rely implicitly on that. He must by all means acquire a correct knowledge of musical notation, and by musical notation I mean the staff, the shape of notes, the marks of expression and other musical characters used by the seeing. No matter how familiar he may be with the point system of music for the blind, this familiarity will only do him good personally and will not help him in any way in teaching the seeing. He must learn to translate everything by thought immediately from the point system to the staff. In other words, he must not *think* his music in the point system characters, but must think always of the notes as represented on the staff. For this reason, it is my opinion that a blind child, who is expected to teach music, should be taught from the staff in connection with the embossed music, so that from his very earliest musical education he may learn to associate the two. To teach some one to read a thing of which he has no knowledge himself is preposterous. It is a much discussed question as to the best method of teaching the staff to the blind. In my opinion, all blind music teachers should know the line letter. I am greatly indebted, for what success I have had in teaching, to the "Manual of Musical Notes," "Musical Signs for the Seeing," and "Marx' Universal School of Music," all of which are compiled by Mr. David D. Wood, of Philadelphia. One word further: I do not wish to, in any sense, undervalue any system of point music. Only the blind themselves know of what incalculable value they have been in the last fifteen or twenty years, and how they have placed music beneath our fingers, which could otherwise never have been read by us. I would commend especially the publications in New York Point and American Braille. Every blind music teacher, organist, or concert pianist ought to secure just as many as possible. There is nothing like having a complete repertoire. These point systems are, however, only made for our use, and we must, if we are thorough musicians, keep in touch with the real notation of music."

Many readers of this report, especially the ex-pupils, will be interested in the endeavour of Mr. Holmes, of the Matilda Ziegler Magazine, to provide popular music for the blind. In the announcement of the "Music Folio" Mr. Holmes says: "I have long realised the need of more popular and semi-popular music for the Blind. Many write that they teach music in communities that do not appreciate classical music, and that for lack of popular music they lose pupils; others who play at public places, where there is a demand for popular music, write that they are handicapped in their work by lack of it. This encouraged me to publish this number, and if it should meet with the success that I felt it would, it would then be issued as a Music Quarterly. The demand for it has exceeded my expectations, nearly a thousand orders having been received for this number, and the Musical Quarterly will begin in December. The price will be a dollar a year, paid in advance. It will be similar to this number, with possibly a leaning a little more toward the popular music. I am well aware that this will not meet with the approval of some of the schools, nor of many of the blind who want only classical music; but they do not have to take it or read it if they do not want to. The seeing have all kinds of music, and I simply want the blind, as far as possible, to have the same opportunity. I realize the wisdom of first inculcating a taste for the classical music in music students, and I do not advise the younger pupils to take this publication, until a good musical foundation has been laid, and then no harm can result from it. One reader wrote as follows: "Is the Yama Yama Man trash Music? If so, I must ask you to omit it from my number." I wrote him that doubtless he would call it very trashy music, but that we could not at that

Kindergarten, O.I.B.

price make up a special number for him, and I suggested that he cut out the pages containing this and other pieces objectionable to him. This piece has been very popular in the leading cafes of New York and other places which furnish music to their patrons. I wonder, if this party were eating in a cafe when it was being played, would he get up and walk out. All we can do is to give the Musical Quarterly a trial, and one year will tell whether or not there is a demand for it. Of course everyone will realize that this is not done for profit, for it is not expected that the receipts will pay its expenses; but if it gives pleasure, and if it enables some blind musicians to add to their incomes, then I will be satisfied with the labour and time spent. Suggestions and honest, intelligent and practical criticisms will at all times be gladly received. All communications for it should be addressed to 'The Musical Quarterly for the Blind,' 306 West 53rd Street, New York City."

The editor of the "Music Folio" endorses the views expressed in the following letter, received from a man who has been very successful in a line of music:

"Answering your valued letter, I beg to say that, notwithstanding the high-class musical education that was given to me and for which I am very thankful, I heartily endorse your sentiments relative to popular music for the blind. I was educated, as before said, to the classics, but after some years of devotion to higher grade of composition, I turned to the semi-popular, and along these lines I have made my reputation. The trouble I find with most of our schools for the Blind is that they aim too high with their music. In other words, many pupils have classical music drummed into them, whose literary attainments do not begin to keep pace with such a high standard of music. The one will not go without the other, is my experience. I do not believe in trash, but give me music for the people always."

Domestic Science.

The work of this department is still restricted by the lack of room, the only place available for the use of the class being a small room—formerly a pantry—adjacent to the main kitchen. Miss Lee, the teacher, reports to the Principal as follows:

"In presenting my report on Domestic Science for the past year, I may say that the usual amount of work was accomplished, and the girls seemed to derive much benefit from the class. They always looked forward to their lesson with pleasure and, I feel sure, in two cases at least, the 'bit of housework' after four o'clock was the means of reconciling them to being away from home. It seemed to form a connecting link between home and school. I found the girls neat and clean and always anxious to do things right, though in the cases of the totally blind ones much watchful care had to be given; however, when they could work unaided, it afforded them the greatest pleasure to find they were becoming useful. We had theory once a week, when general talks on cooking were given, and recipes were written down for future use. In the practical work the pupils were given a chance to perform the different household duties in the kitchen, and they managed to keep it in good order all the time, while they learned the correct method of cooking many substantial and nutritious dishes, suitable for each meal in a day. We had soups, fish, meats, puddings, cakes, cookies, scalloped dishes, omelets, poached eggs on toast, croquettes, biscuits, cocoa and several other dishes; and when the food was ready, the class usually set the table properly, sometimes invited one

Exhibits for Toronto Fair from O. I. B.

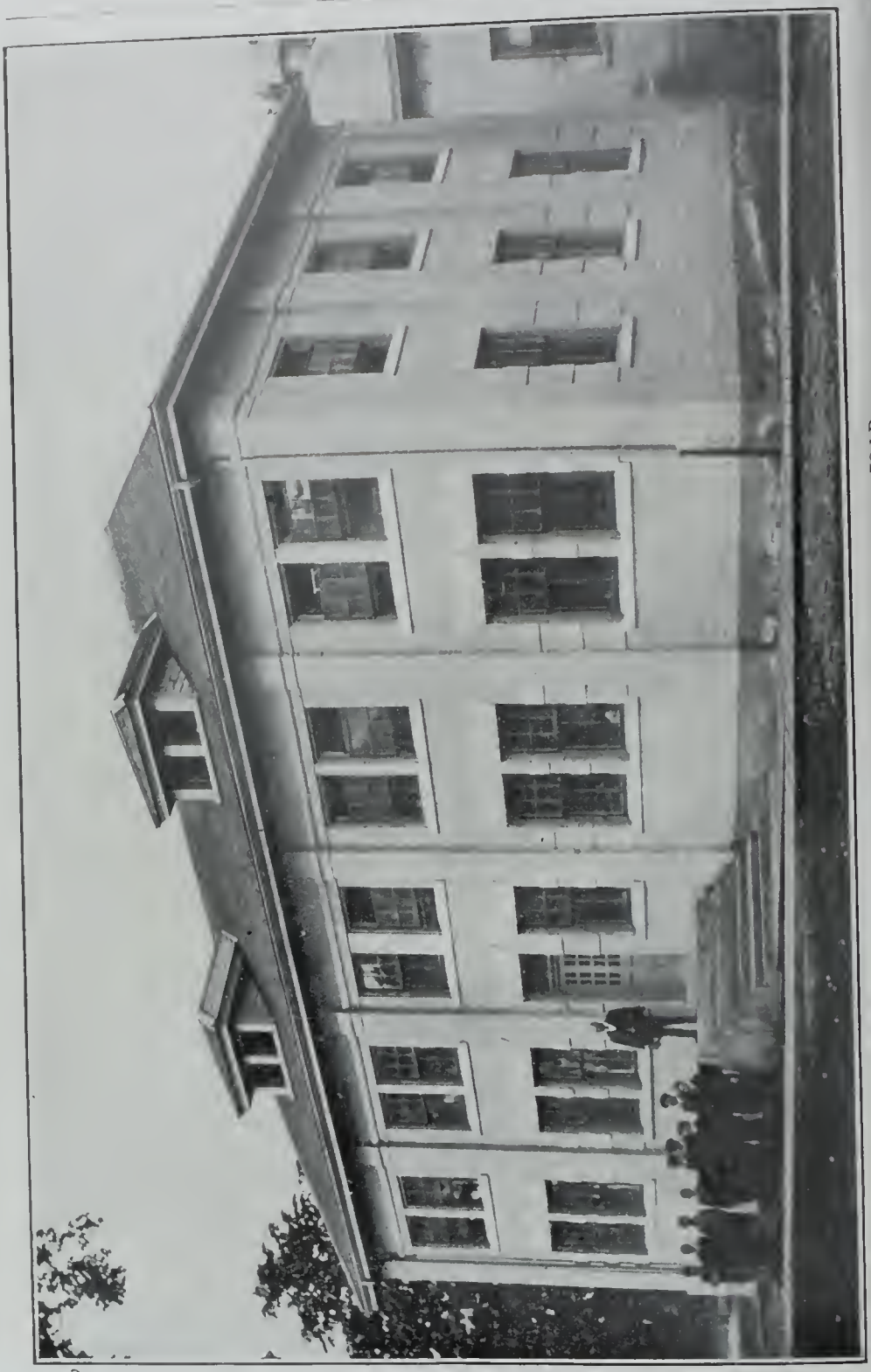
guest (a school friend) and had a social period, eating the result of their efforts. This part of the programme afforded an opportunity for a general talk on how to serve things, and to learn what knives, forks, etc., should be used with the different eatables. Though the work in this department was quite satisfactory, I feel that much more could still be learned by our girls in the way of household duties by giving them certain tasks daily in the school. This of course would require the supervision of an officer, but the effect would be to make the pupils more industrious and better women. I always have some pupils in my Domestic Science class who are old enough to be expected to know how to perform at least the simplest household tasks, but who are absolutely ignorant along that line. To my mind, there is no excuse for a parent bringing up a child that way, even though the child is blind. Such neglect, even though intended as an excess of kindness, has a tendency to make children helpless all the days of their lives, for the habits we form in our childhood cling to us through life."

Sewing.

Under the instruction of a careful and competent teacher, Miss Ella Cooper, thirty-five of the girls spent such time in the sewing room as they could spare from their literary, musical and other industrial classes. Their teacher reports that the girls were always eager to learn and that splendid progress was made in most cases. The whole class devoted one day each week to darning, in which there was much interest and improvement; thirteen pupils were promoted to and instructed in machine stitching. It is a great thing to have blind children find out how much they can do for themselves, and one who can make and mend her own garments must feel the pride of independence. Miss Cooper reports that some of the boys are anxious to learn something of plain sewing, and an attempt in that direction will be made. The articles made by the pupils during the session were: 174 pillow cases, 89 glass towels, 100 bath towels, 27 hammock pillows, 12 table napkins, 2 boys' coats, 3 pairs boys' pants, 4 boys' dickies, 9 clothes bags, 7 girls' pinafores, 13 aprons, 19 bibs, 3 table cloths, 4 night dresses, 13 blankets, 2 tray cloths, 1 white spread, 1 cap, 135 dusters, 3 window blinds, 8 comb and brush bags, 2 pairs drawers, 5 laundry bags, 71 dish cloths, 2 log cabin quilts, 1 underskirt, 3 underwaists, 3 men's nightshirts, 5 blouses and 2 dresses. Six dresses and one coat were made over. The following articles were mended: 12 pillow cases, 18 towels, 13 sheets, 6 white spreads and 13 dresses.

Knitting and Crocheting.

Forty-three girls took lessons from Miss Haycock and Miss Burke in knitting and crocheting, and the work done was very satisfactory. Miss Haycock reports that some of the pupils returned from their homes with orders for various articles, which they at once proceeded to fill. The girls were especially busy before Christmas, making bed-room boots, slippers, mittens and gloves to send away to friends. Where there is a baby in the family at home, the pupil's fingers are pretty sure to be busy making little shirts, bootees, jackets and bonnets. These save the mothers considerable outlay, for they are expensive things to buy. Owing to the demands of the literary and musical work on the pupils' time, some of them could devote only two periods a week to the industrial work, which made progress slower than



New Sloyd, Hammock, Tuning and Carpenter's Shop, O.I.B.

it would otherwise have been. Besides such articles as have been mentioned, the pupils made fascinators, shawls and scarfs. The largest pieces of work were two skirts with fancy knitted waists attached, and three golf coats. Some very pretty work was done for the Toronto Exhibition, including a baby's carriage rug, the mate to which sold in Brantford for five dollars. It is noticeable that on the whole the work done by the blind pupils in the knitting room is equal in quality to that done by the sighted, and although a great deal of white wool is used, visitors remark upon the cleanness of the finished articles.

Bead Work.

Miss Cronk gave instruction in bead-work to thirteen boys and eighteen girls; Miss Hepburn taught fourteen girls. Among the articles produced by Miss Cronk's pupils were four electric light shades with frame-work of cut beads and fringes of seed beads; three electric light shades made entirely of cut beads; nine work baskets; seven vases; five handkerchief boxes; one handkerchief holder; five comb and brush trays; two water sets, eight pieces in each; one smoking set, five pieces; one five o'clock tea set, seven pieces; one buggy; six watch pockets; eight cradles; nine watch chains; twenty necklets; one purse; one opera glass bag; twenty square baskets; twenty-seven round jewel cases; one three-cornered jewel case; fourteen square jewel cases; thirty-one round baskets with handles; four three-cornered baskets; eight oval baskets with handles; nineteen pin trays; nineteen hairpin holders; six hair receivers; one hat-pin holder; thirty canoes; one hundred and seventy-nine napkin rings; one hundred and eight chairs; one churn; fourteen pitchers; ten cups and saucers; three tea cups; three sugar bowls; one table; one umbrella. In all over six hundred articles were finished, specimens from which were exhibited at the Toronto Fair.

Willow-Work and Cane-Seating.

Fifteen boys were instructed by Mr. Donkin in basket-making, and eight in cane chair-seating. Several of them became quite expert and were able to make and sell baskets on their own account during the vacation. Two hundred and sixty-five baskets were finished in the workshop during the session, the sales amounting to $251.53. Three thousand pounds of willow was sold to or procured for ex-pupils.

This trade, while not very lucrative, must still be considered one of the best for the blind, and the market for the products seems to be fairly steady. A blind man, working by himself, has more difficulty in selling the goods than in making them, and for that, among other reasons, I am still of opinion that the shop system, under sighted supervision, supplies the best conditions for blind men to work in.

Hammock-Netting.

Eighteen boys were trained in this department by Mr. Lambden. Sample products of their industry and skill were exhibited at the Toronto Fair. Some of the hammocks were very handsomely trimmed with colored fringes and pillows.

Printing.

Our printing office has been improved by the addition of a quantity of type made in Boston, and the output of books and cards for use in the school, particularly since the appointment of Miss Constance Roberts as printer on January 19th, has been quite satisfactory. In addition to the typesetting, making up forms, feeding the press, etc., it was necessary for our new printer to learn to translate the ink-print reading matter and music into the New York point letters and characters, setting the point type from the ink copy and putting the type into the stick from left to right, instead of from right to left, as it is done in printing offices where ink is used. By experience she learned just how much moisture and pressure were required to make the paper take a good impression, she also acquired expert knowledge of the various operations needed to make covers and bind books, and the result of less than a year's work is a stock of point books and cards which, the pupils say, are more legible by touch than any they had heretofore used. The type is large (double pica), the points are distinct, and the ordinary spacing (n quad) both in letter-press and music makes the proper separation between words or characters easily traceable. For convenience in handling, and to get more wear out of them, the books are made small, the average being not more than twenty-five pages. They are well indexed in point and have type-written labels on the outside of the cover. The editions run from fifty to one hundred and fifty, according to the probable demand.

Among the books so far completed are three hymn books, two books of music for the hymns, four recitation books, a key to the New York point, literary and musical; "Notes on Harmony," compiled by Miss E. Moore; arithmetic, spelling book, primer, etc. For the use of the little ones, who sometimes have wet or dirty fingers, which are very destructive to the points on white paper, some thousands of cards have been printed, of the same size as the book pages, and these cards have been varnished on both sides, so as to stiffen the points and make the surface impervious to water. The varnished points are very pleasant to the fingers, and the older pupils like to study from cards so prepared. Among the contents of the varnished cards are the multiplication table to twenty times twenty, the tables of weights and measures, the alphabet, contractions and small words introductory to the primer, the primer, the speller, description and definition of music signs, etc. These are assorted and put up in large envelopes, and the pupils use them freely. Our concert programmes, printed in point, are appreciated not only by the pupils, but by many ex-pupils to whom copies are sent by mail.

Other Senses not Sharpened by Blindness.

(*From the Literary Digest, April 10th,* 1909.)

The prevailing idea that blind persons are unusually acute in their remaining senses, particularly that of hearing, is without foundation, if we are to credit evidence presented in a letter to *Nature* (London, March 11) by John G. McKendrick. Blind people have not acute hearing and touch, he says; but their condition compels them to give abnormally close attention to the resulting sensation. Says this writer:

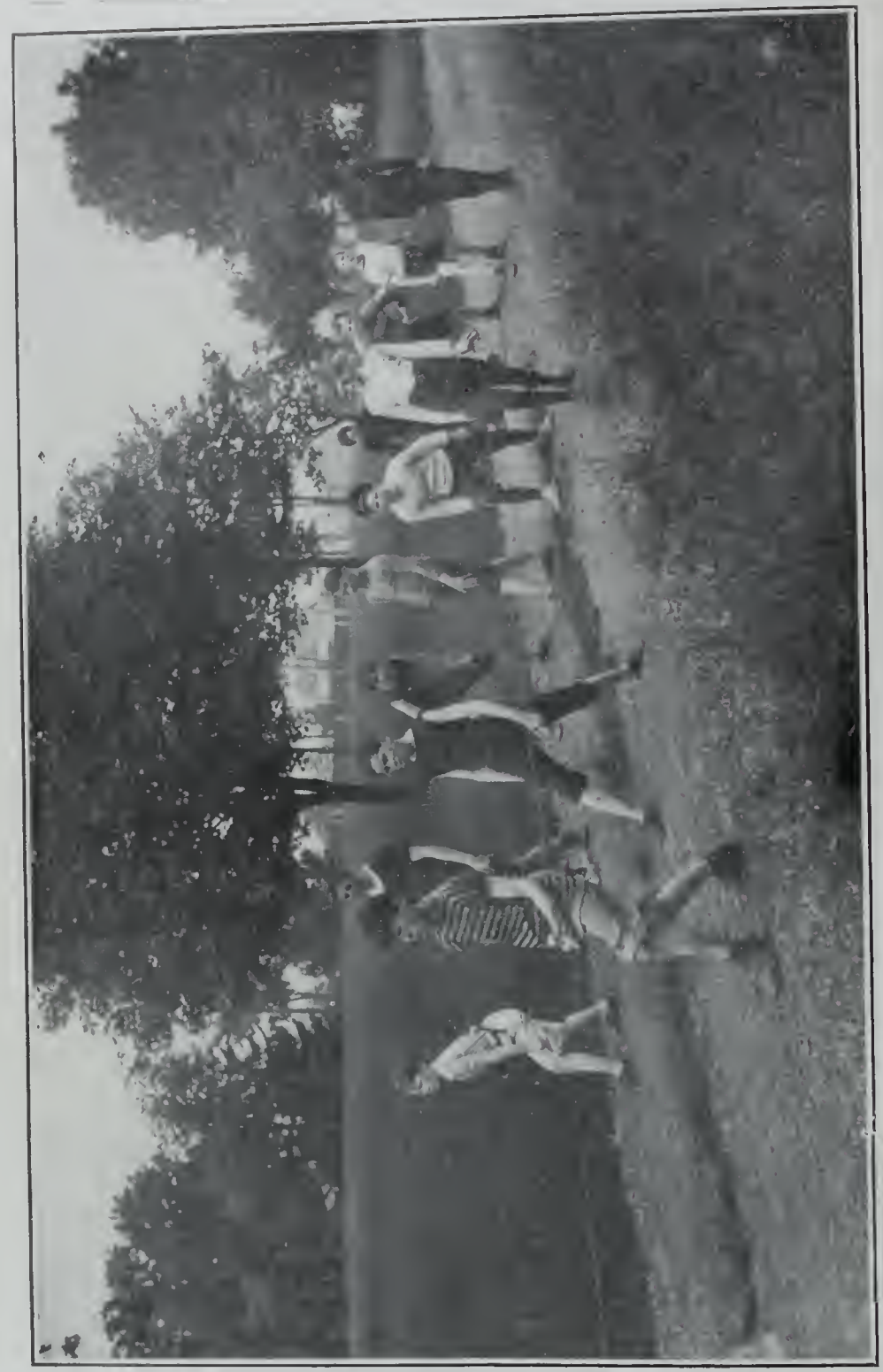
"It is a prevalent opinion that if a human being is bereft of one sense, one or more of the other senses become more acute, and thus establish a compensation. For example, it is generally believed that the blind have the senses of touch and of

hearing, more especially of touch, developed to a degree of acuteness not found in those who see, and that, in this way, the blind find their way about the world with an accuracy that is often surprising. The blind have even been credited with the ability to discriminate colours by the sense of touch, and some have attempted to support this supposition by an appeal to the sense of heat or cold, possibly, for physical reasons, associated with a particular colour. A compensating arrangement has also been attributed to the deaf, and more especially to the deaf-blind. Such notions, however, must be abandoned before the evidence of recent investigations."

The question, Mr. McKendrick goes on to say, has been recently discussed in a paper on the physiology of the blind, by Director Kunz, of the Institution for the Blind at Illzach-Mulhausen, Germany, with special reference to the observations of Professor Griesbach, made on a considerable number of blind persons in the institution, and also on pupils in the public schools of Mulhausen of the same age. The results, we are told, are somewhat surprising. To quote:

"As regards perception of the direction of sound, there is no difference between the seeing and the blind. The average distance at which sounds could be heard was essentially the same in both classes. As tested by Zwaardemaker's olfactometer, the delicacy of the sense of smell was rather in favor of the seeing. Griesbach used his own esthesiometer, with parallel pins on springs, instead of the old Weberian method with compasses, in testing the acuteness of touch, with the result that the average minimum distance, say on the tip of the forefinger, etc., at which two points were felt was greater in the blind than in the seeing; in other words, that the seeing had a finer sense of touch than the blind. It is generally supposed that the pulp of the forefinger of the right hand, which is used by the blind in feeling the points in Braille's system of teaching the blind to read, must be very sensitive, but this was found not to be the case. Too high a degree of sensitiveness to touch is rather unfavourable to discriminating the points in Braille's type, and it is curious that when, in the blind, the epidermis of the skin covering the right forefinger becomes thickened by manual labour or by laborious practice in 'reading,' the discrimination of the points becomes easier. It was observed, also, that sometimes in the blind there was a difference as regards receiving impressions between the two forefingers.

"There appears to be no evidence, therefore, that blindness, *per se*, increases the sensitiveness of the other senses, but, on the principle that if one sense is defective the others are likely to be also defective, the other senses, in the average blind, are less acute than in the seeing. How, then, are we to explain the wonderful way in which the blind avoid obstacles and find their way about? It has been supposed that by practice the skin of the face, in particular, becomes more sensitive, or, in other words, that the blind habitually pay attention to currents of air playing on their faces, and especially they may be influenced by sensations of temperature. They say that they 'know' they are near a wall because they 'feel' it, although they do not touch it. It would be interesting to examine the blind as regards the sensitiveness of the hot and cold spots of the skin revealed by Goldscheider and others. The theory of sensitiveness to the direction and temperature of air currents is supported by the observation that the blind do not so readily avoid an obstacle if the face is covered or even if they are blindfolded. This suggests the question: Are all so-called blind people absolutely insensitive to light? It is also believed that the blind pay almost involuntary attention to the direction and quality of sounds. The blind man 'taps' his stick. When snow is on the ground the blind have difficulty in avoiding obstacles. One must not forget, how-



Blind Boys on Running Track, O. I. B.

ever, the psychical element that enters into the question. The effort of attention is superadded to the sensory impression. Impressions may reach the sensorium of which we are usually unconscious, but they may be detected by an effort of attention. This was strongly pointed out by Helmholtz. The senses of the blind are not more acute than those of normal people, but the necessities of the case oblige the blind to pay attention to them."

Physical Culture.

So long as weather conditions permit, the pupils are encouraged to take exercise in the open air. The regular walk after breakfast, down the centre walk and Palmerston Avenue, and back by Brant Avenue and the girls' walk, retains its popularity, many of the pupils proudly reporting that they had not missed the walk a single morning last session. The boys played football and short and long distance running, and the girls indulged in many little games of their own, besides making considerable use of their running track, with its wire guides. During a visit to Portland, Oregon, in the vacation, I inspected the apparatus in a public playground, used by seeing children in that city, and I have been figuring on the cost and usefulness of a giant stride and various forms of swings and teeters, with their adaptability for the use of the blind. When winter sets in, we have to depend largely on the work in the gymnasium, where instruction was given by Mr. Roney to 57 girls and six little boys, divided into three classes, and by Mr. Green to 45 boys, also divided into three classes. The weak point in practice about the gymnastic work is that the most delicate pupils generally ask to be excused from it on the plea that it injures their health; and it interferes considerably with shop work after the literary work is finished in the afternoons. Nevertheless, the gymnasium is a valuable appendage to the school, and I would be glad if we had a room and apparatus on the girls' side similar to those on the boys' side. With the consent of the Department, a small sum of money was expended for prizes to be competed for in the athletic contests on June 4th. The results were reported as follows in the city papers of June 9th:

"On Friday afternoon the pupils of the Ontario Institution for the Blind engaged in their annual athletic contests under the management of Messrs. Wickens, Roney and Green, with the other teachers and officers, and some visiting friends from the city, as interested spectators. Many of the boys and several of the girls had been in active training for several weeks, using the wired cinder paths to prepare for the short races and a portion of the Paris road for the longer ones. For nearly all the events the entries were numerous and the competition keen. Last night, after the evening reading, the prizes were distributed to the winners by the Principal, the list of the fortunate ones being as follows:

Fifty yards race for girls under ten years: 1 Evelyn Henrich, 2 Muriel Stephenson.

Fifty yards, under twelve: 1 Teresa Thompson; 2 Geraldine McEwen.

Relay race, won by team No. 1: Orville Frayne, Roy McCutcheon, Lyman Bartley and Norman McDonald.

Spoon and Egg Race: 1 Ethel Stevens, 2 Gretchen Wyld.

Boys under ten, fifty yards: 1 Leonard Sherman, Joseph Smith.

Boys under 12, fifty yards: 1 Frederick Steele, 2 Howard Hawken.

Girls under fifteen, 100 yards: Ethel Stevens, Doris Hawley.

Putting the shot: Thomas Kennedy, Harold Elnor.

Blind Girls on Running Track, O. I. B.

Boys, over fifteen, 100 yards: Harold Elnor, Thomas Kennedy.
Boys under fifteen, 100 yards: Roy McCutcheon, John Cundy.
Standing jump, boys over fifteen: Lyman Bartley, Thomas Kennedy.
Standing jump, boys under fifteen; Roy McCutcheon, William Thompson.
One hundred yards race, girls over fifteen, Gretchen Wyld, Emma Rooke.
Three-legged race: 1 Roy McCutcheon and Arthur Ouellette, 2 Norman McDonald and Orville Frayne.
Two-mile run: Orville Frayne, Arthur Ouellette, William Thompson, Walter Rees.

The Staff.

Minister of Education (in charge):

Hon. R. A. Pyne, M.D., LL.D.

Deputy Minister:

A. H. U. Colquhoun, B.A., LL.D.

Officers of the Institution:

H. F. Gardiner, M.A. ..... Principal.
W. B. Wickens ..... Assistant Principal.
W. N. Hossie ..... Bursar and Storekeeper.
J. A. Marquis, M.D ..... Physician.
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Books and Libraries.

Our importation of books from Louisville has been below the average, as it was thought judicious to spend more of the appropriation upon material to be used in our own printing office. The stock of Bibles in New York point was replenished, and we are indebted to Mrs. N. S. Williams, 336 Princess Avenue, London, for a complete set of the Bible in Moon type, which had been slightly used by her mother, the late Mrs. Ware.

I have had a good many applications for instructions and materials to teach the adult blind to read—generally persons who have recently lost their sight. With the alphabet and primer cards, described in the paragraph on "Printing," it is possible for any sighted person who can read to teach a blind friend, and I have been pleased to send free outfits to be used in such cases. It is necessary to impress on the "new blind" that patience and perseverance are required to learn to read by touch. Some expect to train the finger in a day, and become discouraged, whereas, if they would work along for a month, they would enjoy the comfort to be derived from books for the remainder of their lives. Our circulating library continues to supply the demand for books in raised type, free of cost and free of postage. The following is its record:

New readers during the year	13
Total readers during the year	43
Books issued during the year	164
Total books issued	2,181
Total number of readers	162

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Ancient Wood, Heart of the	Charles G. D. Roberts.
Arabian Night's Entertainment	
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Battle Ground, The (2 vols.)	
Beside the Bonnie Briar Bush	Ian Maclaren.
Bob Son of Battle (2 vols.)	Alfred Ollivant.
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Child Life, Fancies of	
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Curore (2 vols.)	Edmondo de Amicis.
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Daphne	Margaret Sherwood.
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Fables and Fairy Stories	James Baldwin.
Fables, Æsop's	
Feathertop	
Golden Age, The	Kenneth Grahme.
Hills, Tales of the White	Nathaniel Hawthorne.

Ivanhoe (condensed) ..... Sir Walter Scott.
January, Captain ..... Laura Richards.
Jungle Book ..... Rudyard Kipling.
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Pronouncer and Definer.

Magazines

Philadelphia Magazine, 1872 to 1903 .....N. B. Kneass, Publisher

Religious Books.

Genesis (2 vols.).
Exodus (2 vols.).
Leviticus (2 vols.).
Numbers (2 vols.).
Deuteronomy (2 vols.).
Joshua (2 vols.).
Judges (2 vols.).
First Samuel (2 vols.).
Second Samuel (2 vols.).
First Kings (2 vols.).
Second Kings (2 vols.).
First Chronicles (2 vols.).
Second Chronicles (2 vols.).
Ezra, Nehemiah and Esther (1 vol.)
Job (2 vols.).
Psalms (3 vols.).
Proverbs (1 vol.)
Ruth, Ecclesiastes, Song of Solomon and Lamentations (1 vol.).
Isaiah (2 vols.).
Jeremiah (3 vols.)
Ezekiel (3 vols.).
Daniel (1 vol.).
Hosea to Obadiah (1 vol.).
Jonah to Malachi (1 vol.).
Matthew (2 vols.).
Mark (1 vol.).
Luke (2 vols.).
John (1 vol.).
Acts (3 vols.).
Romans (1 vol.).
First and Second Corinthians (1 vol.)
Galatians to Philemon (1 vol.).
Hebrews to Jude (1 vol.).
Revelation (1 vol.).
Sankey's Hymns (1 vol.).
Loyal Responses (1 vol.).
Pilgrim's Progress (5 vols.).
Hymnal Companion (7 vols.).
Liturgy (Anglican) (1 vol.).

Buildings and Grounds.

A good deal of work has been done in completing the new workshop, including the plastering of the new tuning rooms, laying hardwood floors over the sheathing, and providing cupboards and shelving in the sloyd and hammock rooms. In the main building, hardwood floors were laid in the officers' dining room, practice rooms and lavatories; and the usual amount of painting, varnishing, kalsomining

and glazing was done. Name plates and number plates have been affixed to the doors. The plastering was done by H. L. Wood, the carpenter work by S. F. Whitham and the painting and glazing by J. Tilley. New boilers have been installed, and the heating plant renewed on an improved system. New baths have been provided where required.

Minor repairs have been made to the board walks. I recommend the substitution of cement for plank on the girls' walk, the plank being now pretty well worn.

A good many of the birch trees on the grounds are dying, and it will be necessary to replace them by more hardy and durable varieties.

With the consent of the Department, a portion of ground, 2 4-5 acres in extent, facing on St. Paul's Avenue, was granted to the Parks Commission of Brantford, for use as a playground, on condition that those using it should do no harm to the property of the Institution. This plot has been separated from the farm land by a wire fence, and the city authorities levelled and seeded the playground, so that it will be ready for use in 1910.

Farm and Garden.

Considering the quality of the soil on the portion of the Institution property devoted to farm and garden, and the cost of labour in proportion to its effectiveness, the only argument for the continuance of farming as an adjunct to the teaching of the blind is that at odd times it may be convenient to have within call a couple of able-bodied men. Some day, "the farm" will be cut up into city lots or converted into a city park. This year I have to report good yields of wheat and of hay; the oats, onions and early potatoes poor, affected by drouth; the late potatoes good; corn for table use and for the silo very good; turnips, carrots, beets, parsnips, mangels very good; apples scarce and of poor quality; early cabbage and cauliflower very good, later varieties not so good on account of the long drouth; summer garden produce all good; late celery very good; tomatoes abundant; grapes fair.

Miscellaneous.

Products of the several industrial departments of the Institution were shown at the Canadian National Exhibition, Toronto. The collection included baskets, hammocks, knitted and crocheted goods, sewing and darning, and beadwork, each article being marked with the name of its maker, and the collection properly labeled as "Made at the Institution for the Blind, Brantford." Located in a conspicuous place among the educational exhibits, the work of the blind attracted much attention and was duly admired. A diploma was awarded.

The casual revenue of the Institution for the official year amounted to $1,939.04, of which sum $1,765.16 was for fees of pupils from the Provinces west of Ontario, paid by the Governments of those Provinces.

The knighthood conferred upon Mr. F. J. Campbell by His Majesty King Edward, among the birthday honours, was highly appreciated by the blind and their friends in Canada and the United States. During the summer visit of Sir Francis and Lady Campbell to America, a reception was held at the residence of their son, Mr. C. F. F. Campbell, in Cambridge, Mass., to which most of the workers for the blind were invited.

Mr. M. Raymond, 53 Wellington Street south, Hamilton, a successful piano tuner, and a former pupil of the Royal Normal College and Academy of Music for the Blind, wrote a letter of congratulation to Sir F. J. Campbell and received a reply from which the following is extracted:

"My Dear Raymond,—We were very pleased to hear from you again after so many years' silence. Many thanks for your kind congratulations. We value the honour conferred by the King, not so much for ourselves, as for the public recognition by His Majesty of the cause of the Blind, feeling that such an honour conferred upon a blind man must have a beneficial effect upon the status of the blind throughout the country. The many letters, telegrams and cablegrams received from the blind throughout the United Kingdom, Canada and the United States show that they believe this recognition will give a new impetus to the education and training of the blind. Yours faithfully, F. J. Campbell."

Among the visitors who honoured the Institution during the session were Rev. Arthur T. Barnard, the blind pastor of the Presbyterian church at Burk's Falls (a former pupil): Hon. J. Duff, Minister of Agriculture; Mr. C. A. Hamilton, Superintendent of the New York State School for the Blind at Batavia; Mr. Fletcher, a blind music teacher at Sydney, C.B., graduate of the Halifax School for the Blind, and Mr. Craft, the manual training teacher at Batavia who came to get pointers on basket-making in our workshop.

I have the honour to be,
Sir,
Your obedient servant,
H. F. Gardiner,
Principal.

Brantford, October, 1909.

Physician's Report.

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—In making my annual report for the year ending September 30th, 1909, I am glad to state that the health of officers and of the pupils, with one or two exceptions, has been good, and that few cases have been serious. On my daily visits to the Institution, there are generally some who require little attentions, but by this care, and prompt and careful nursing, the pupils—even those who are physically weak—generally improve physically and mentally as the session goes on. I may state, for the benefit of anxious parents and guardians of prospective pupils, that my experience in watching the children of this school teaches that most children do better, not only mentally but physically, from the day they enter the Institution. The regular hours for rising in the morning and retiring at night, as well as the daily routine of classes, meals, hours of recreation, etc., cannot help but have the effect of developing favourably both mind and body. In January, 1909, Assistant Principal Wickens developed an inflammation in right lung, which incapacitated him for a couple of weeks. He made a rapid and perfect recovery. The most unfortunate case in the year was a female pupil from eastern Ontario; owing to the severity of the weather, and the fact that her home was some distance from the railway, we removed her to the City Hospital, where she still remains, as her condition has only recently become such as to be considered safe to move her to

her own home. I still feel that the girl pupils are at a disadvantage in not having a proper sick-room, and hope that in the near future this may be added, that none may be unnecessarily exposed to contagion in case of an outbreak. The new steam heating has been fully installed and I am looking forward to more perfectly ventilated rooms and less influenza and catarrhal colds, from which we have suffered so much in the past.

I have the honour to be,
Sir,
Your obedient servant,
JOHN A. MARQUIS.

Brantford, October 1st, 1909.

OCULIST'S REPORT.

To Hon. R. A. PYNE, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to report the results of the annual examination of the pupils' eyes.

There were present at the time of the examination nineteen new pupils, eight males and eleven females, an unusually small number. Of these nineteen cases two were blind from Ophthalmia Neonatorum, one male and one female; three from accidents, all males; seven from congenital conditions, and seven the result of various diseases in early childhood.

All were undoubtedly eligible to the Institution, the sight in most of them being very defective and indeed in a few entirely absent.

I also examined fifty-nine pupils who had attended in former terms, thirty-one males and twenty-eight females. They showed the usual variation in amount of vision as compared with last year, but on the whole this variation is in the right direction, as a majority registered a slight degree of improvement.

No accidents to the eyes requiring attention were reported during the year, and all have been singularly free from acute troubles of the eyes or exacerbations of their old troubles.

Respectfully submitted,
B. C. BELL.

Brantford, October, 1909.

LITERARY EXAMINER'S REPORT.

Hon. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—In submitting my report I beg to state that I officially examined the various classes in the literary department of the Ontario Institution for the Education and Instruction of the Blind on June 7th to 10th, inclusive.

Under the heading of Miscellaneous I beg to offer a few suggestions.

In the following a detailed statement will be found.

Mr. Wickens' Classes.

Arithmetic.—In this class of six girls and twelve boys good work has been done in fractions and questions involving the use of fractional numbers. Nine problems

were given and one boy had all the answers correct, the marks of the class ranging from 34 per cent. to 100, with an average of 69.

Geography.—Continent of Africa. The answers, on the whole, were good. There were ten girls and fifteen boys present and they obtained marks from 34 per cent. to 100, the average being 77.

Physiology.—The examination was based on the nervous system and in a class of nine girls and thirteen boys the marks assigned were from 34 per cent. to 100, with an average of 91.

Reading.—This class of six girls and twelve boys had no less than four divisions, which tends somewhat to weakness. The book used was the Progressive Reader IV., parts 1, 2 and 3, in point print. Some of the pupils showed appreciation of the sense, but most read mechanically. The marks assigned ranged from 40 per cent. to 80, averaging 66.

Latin.—Considerable progress has been made in this subject and the class seemed interested in the work. There were present seven girls and one boy. Sufficient of the grammar has been covered to enable the pupils to translate the first two chapters of the first book of Cæsar. The answers were very creditable, as the marking, 50 per cent. to 100, with an average of 84, shows.

Bible Geography and History.—The Book of Exodus. This class, composed entirely of boys, twenty-nine in number, showed a grasp of the subject, with but few exceptions. Several received full marks, while the lowest mark was 50 per cent., the average being 90.

Spelling.—In this class of nine girls and eleven boys there were several good spellers with an occasional poor one. The marks given were from 38 per cent. to 100, with an average of 94.

Mr. Roney's Classes.

Arithmetic.—There were present thirteen girls and six boys whose answers were very creditable in addition, subtraction and multiplication, with easy problems. This junior class has some good material for senior work. The marks ranged from 44 per cent. to 100, with an average of 80.

Grammar.—Parts of speech and analysis of simple sentences. This class of seven girls and eleven boys had two divisions according to the work attempted. The marks were from 50 per cent. to 100, averaging 90.

Geography.—Canada; map and book work of the Public School Geography. Three girls and eight boys were in this class and answered the elementary questions very well, receiving as marks from 75 per cent. to 100, with an average of 82.

Physiology.—Digestion, Respiration and the Circulation of the Blood. This junior class of one girl and eight boys obtained 13 per cent. in marks to 100, with an average of 68.

Reading.—This is a large class of twelve girls and thirteen boys, of whom three were beginners. One pupil had learned to read before losing her sight and it seemed more difficult to master the point print than if she had not learned ordinary reading, but another year will no doubt bring satisfactory progress. Two girls read remarkably well and received full marks, the class receiving 25 per cent. to 100, with an average of 52.

Writing.—This is the senior class of six girls and eighteen boys. The samples of writing were excellent, with very few exceptions. The marks ranged from 60 per cent. to 100, averaging 82. Two boys presented such good work that I gave them full marks.

Miss Walsh's Classes.

Arithmetic.—Problems involving fractions, percentage, measurements, etc. In this senior class the answering was good, three of the pupils receiving full marks for the eight questions given by the examiner. Six of the pupils, however, were very weak and not up to senior class standard. There were nine girls and seven boys present, and their grading was from 13 per cent. to 100, averaging 58.

English Grammar.—This is an intermediate class of eight girls and sixteen boys. The work covered the parts of speech, definitions, conjugation of six tenses, analysis and parsing of simple sentences. While three pupils gave no correct answers, the majority of the class showed a good grasp of the subject, several receiving full marks, the average being 75 per cent.

Geography.—Definitions, physical features of Ontario, products of the Provinces. The most of this class have mastered their work and it is exceedingly interesting to observe how accurately and thoroughly these juniors can trace the leading railways, naming the principal towns, and also the lake and river system of Ontario. The class of eighteen girls and eight boys received marks from 25 per cent. to 100, with an average of 89.

Reading.—Point print, books 1, 2 and 3. This class of eleven girls and seven boys is divided into three sections and of the eighteen two have partial sight. The marks ranged from 50 per cent. to 100, with an average of 76. Excellent results are obtained in this class, one girl receiving the maximum.

Writing.—Pencil writing, small letters, capitals, words and sentences. This is an intermediate class of eleven girls and fifteen boys. The marks varied from 20 per cent. to 95, with an average of 51.

Object Lessons.—This class of eighteen girls and eighteen boys during the term studied animals such as the ant, the oyster, the turtle, armadillo; also minerals, gunpowder, starch and other objects. During my examination a very instructive hour was spent in considering the ant and also the process of coining. The pupils, nearly all juniors, showed great interest in their work, and a remarkable grasp of the subjects under consideration.

Bible History.—Limits, the Gospel of St. Mark (first six chapters memorized), miracles and parables from other Gospels. In this class of Roman Catholic children, eight girls and nine boys, are some beginners, with the exception of whom the pupils passed a good examination, the marks for all ranging from 25 per cent. to 100, with an average of 74.

Spelling.—Limits, Rational Spelling Book, second and third years. This class of nine girls and seventeen boys received marks from 34 per cent. to 100, with an average of 87.

Miss Rae's Classes.

Arithmetic.—This is a junior class of nine girls and fourteen boys, their work being multiplication tables to twenty times twenty, tables of weights and measures, problems in four rules, sharing. One boy received full marks, the class averaging 56 per cent., with a range from 20 to 100.

Grammar.—Analysis, complete study of verb and noun. In this senior class nine girls and fourteen boys were present. The answering, generally, was good, the marks ranging from 50 per cent. to 100, with an average of 78.

Geography.—Map geography and products of United States, of Central America and of South America. This intermediate class of five girls and eight

boys, with two or three exceptions, passed a creditable examination, with marks from 17 per cent. to 100, giving an average of 75.

Physiology.—Circulation, etc., nervous system. An intermediate class of four girls and nine boys. Four pupils were very poor, but the rest did very well, several gaining full marks, the class marking being from 0 to 100 per cent., averaging 67.

Writing.—This junior class varied greatly in proficiency. The work was small letters, words and sentences, with pencil. One scholar wrote excellently, gaining 90 per cent., the marks ranging from 5 per cent. to 90, with an average of 46 in a class of ten girls and eight boys.

English History.—Lancastrian, Yorkist, Tudor and part of Stuart period, 1399 to 1660. Some pupils showed a good grasp of the subject while others were very poor. Of twelve girls and fifteen boys the marks were from 13 per cent. to 100, with an average of 70.

Canadian History.—Period 1713 to 1812. The pupils in this subject are the same as those in English History, and, as a rule, the good ones were proficient in both branches of history. In a class of twelve girls and fifteen boys six obtained the maximum of marks, while one girl who received nothing in Canadian History obtained 25 in English History, the class averaging 63.

Bible History.—The Book of Exodus; History of Egypt. This class of twenty-three girls did well and obtained in marks from 34 per cent. to 100, with an average of 73.

Spelling.—Fifth Rational Speller. This class of nine girls and seven boys passed an excellent examination with marks from 67 per cent. to 100, with an average of 96.

English Literature.—Lives of Longfellow and Whittier, with selections from their works; Shakspeare's Richard the Third. This senior class does good work, but better results would be obtained by giving attention to the easier authors, such as Tennyson and Longfellow, and omitting Shakespeare. Very few plays of the last named writer are suited to a mixed class of pupils that cannot read. The difficulties are evident to any person that has tried to teach pupils to whom every line must be dictated and frequently repeated. This class of eight girls and four boys passed a very creditable examination with marks from 50 per cent. to 100 (obtained by one girl), with an average of 75.

Composition.—Descriptive, historical and narrative composition. Essays by nine girls and three boys were submitted for examination. Of these two were excellent and were awarded 90 per cent. It was noticeable that these two pupils were among the highest in English Literature as well as in History. Of the twelve essays six were type-written. The marks were from 55 per cent. to 90, averaging 72.

Miss Lee's Classes.

Arithmetic.—Here we have a class of beginners, consisting of six girls and six boys. Limits, addition from 1 to 13, subtraction, multiplication tables to 5 times 20. The pupils nearly all passed a good examination.

Reading.—Limits, point print letters and small words, First Reader. There were nine girls and seven boys present of various grades. Two pupils were using the cards for learning the letters. One boy who two years ago had to have his hand guided is now one of the best readers in the class. This is the boy to whom

I made favourable reference in my last report. A good example is here presented of the reward of sympathy and patience on the part of the teacher. One girl was proficient enough to receive the maximum mark, the rest receiving from 40 per cent. to 85, the average of the class being 69.

Spelling.—Limits, words of two and three letters, names of familiar objects (classified). This class of ten girls and seven boys did well in the examination.

Bible History and Geography.—The Book of Genesis, Ten Commandments, Lord's Prayer, selected Psalms. The answering in this class of nine girls and nine boys showed faithful work.

Kindergarten.—Eleven girls and nine boys showed great interest in their work, and in fact it was more like play than work. Excellent results have been obtained in picture-sewing, weaving, paper-folding, pasting, raffia-work, making clay models, leather-lacing, etc. It is astonishing to observe how these blind children distinguish shape, size and general effect of combinations. In music these children gave some vocal selections with heartiness and good effect, Miss Lee playing the accompaniments on the piano.

Miss Haycock's Classes.

Bible History.—Principal Biblical characters from the Creation to Elisha, first five chapters of Matthew. In this class of twelve girls there are two beginners who, however, passed fairly well; several obtained full marks, the class ranging from 40 per cent. to 100, with an average of 81.

Spelling.—Rational Speller as far as section 80 of the third year. Fourteen girls and five boys were present. The session's work has evidently been well done as is shown by the marking, from 34 per cent. to 100 with an average of 90.

Miscellaneous.

Physical Culture.—Mr. Roney conducts two classes of girls, twice a week each. Twenty girls performed exercises with dumb bells and proved far more proficient than the class of last year. Mr. Green conducts the training of the boys in two classes, twice a week each. Twenty-seven boys went through a series of evolutions and presented a marked improvement over the boys of 1908.

Basket-making and Cane-seating.—In the former department there are fifteen boys under the direction of Mr. Donkin and in the latter eight. Excellent samples of workmanship were presented. In most of the baskets, instead of cane or willow, board is used for the bottoms, in which holes for the willow are bored by the engineer, Mr. Wilson, who also prepares the brass guides for the "slates" used by the pupils in writing in the Institution.

Hammocks.—Eighteen boys received instruction from Mr. Lambden in netting hammocks and horse-nets, and their well finished articles are the best proof of their proficiency and deserve the highest praise. The new workshop is nearing completion. In it there will be six benches with accommodation for two pupils at each for manual training. There will be room for tuning and repairing ten pianos.

In the following departments I had the assistance of Mrs. Passmore, who inspected the work:

Domestic Science.—Six girls are under the direction of Miss Lee, who gives instruction in general cooking, house-keeping and nutrition. The girls presented a tidy appearance with their white aprons. The kitchen is far too small and totally inadequate for really successful work.

In knitting and crocheting there is a large class of over forty under the care of Miss Haycock, to whom great credit is due for the very satisfactory exhibits of the work accomplished by the pupils. A point worthy of note is that, notwithstanding the great amount of handling in making the goods, the most delicate fabrics are free from spots or stains. Among the articles made may be mentioned a baby-carriage coverlet, opera shawls, fascinators, baby-jackets, gloves and golf-jackets. The pupils are greatly interested in the work, and the fact that an exhibit is being prepared for the Fair at Toronto proves a great incentive for diligence on the part of the pupils. This last remark will also apply to the boys in the workshop under the care of Mr. Lambden and Mr. Donkin.

Sewing and Darning.—Under the direction of Miss Cooper thirty-five girls are taught plain sewing and darning. In making garments everything is done by the pupils except the buttonholes. Miss Cooper teaches the girls economy. As an example of this, it may be stated that a quilt has been made out of odd pieces of material around the place; this quilt will be on exhibition in Toronto. Some samples of darning presented were excellent. This department is certainly most important from the standpoint of what is practical.

Bead-work.—Miss Cronk conducts a class of eighteen girls and thirteen boys most successfully. Among the articles made may be mentioned a brush and comb holder, handkerchief holder, pincushions, work-basket, purse and doll's cradle. Some of these are useful, while others are for ornament, as may be instanced a five-o'clock tea-set. Miss Hepburn also has a class of fourteen girls, whose work is very creditable.

Printing.—The printing plant installed for the use of the Institution has proved of great service and it is to be hoped that an edition of a Canadian authorized Spelling Book will soon be issued in point print. The Speller now in use is objectionable on the ground that it is a foreign work and the spelling of some words in the ordinary type edition differs from that in the point print edition, in which an attempt is made at phonic spelling, but only in some words. It will be time to introduce phonic spelling into an Institution such as the O. I. B. when a satisfactory basis has been attained. Meanwhile, the authorized spelling should prevail, based on a purely Canadian authorized work. Such a point print Speller would be of invaluable assistance to the blind. Miss Roberts, who is in charge of the printing department, is doing well.

Domestic Science.—It would be wise on the part of the Government to provide more extensive accommodation for domestic science referred to in the previous part of this report.

Workshop.—In the workshop for manual training and piano tuning a small extra grant from the Government is recommended to finish all the outer walls with plaster. This is really needed to complete the building.

All of the foregoing is respectfully submitted.

S. F. PASSMORE, M.A.,
Examiner.

Brantford, July 12, 1909.

Report on Musical Instruction.

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education:*

Sir,—I have the honour to present my report on the Musical Instruction given at the Ontario Institution for the Education of the Blind, Brantford.

I am glad to be able to say that the same standard of good work which has prevailed in previous years is maintained, and consequently good progress has been made during the past session. The Institution is affiliated with the Toronto College of Music: eight students passed various examinations at the College this year, and two of them, Louise Deschenes and Thomas Kennedy, won diplomas, the first named the piano diploma, and the second both the piano and vocal diplomas of the College.

The examination, which was held on May 31st and June 1st, was, as in former years, conducted under the heads of piano, organ, singing (solo singing and choral class), and theory of music (including Harmony, Counterpoint and Musical History). Forty-nine pupils were studying the piano, two the organ, four solo singing and seven musical theory.

There are four grades of pupils in piano-playing, and grades I and II are subdivided into classes A, B, and C. In class A of the first grade there are twelve pupils (beginners), of whom two are bright and promising, eight fair and three slow. In class B there are fifteen pupils; five are good, seven fair and three dull. Of the four pupils in class C two are bright, one is fair and the other slow. In grade II there are eleven pupils. The three pupils in class A are doing fairly well. Of the three pupils in class B two are bright and one fair. Of the five pupils in class C one, who passed the first examination of the College of Music with first-class honours, is doing very well. Of the remaining four, one is fair and the others slow.

The pupils in the first two grades are, and have been for several years, under the tuition of Miss Moore and Miss Harrington. I cannot speak too highly of the care and attention these ladies give to their pupils. While the most promising ones are being well looked after with regard to touch, ear-training, etc., those who are not so gifted are by no means neglected, for I find the same thoroughness in the teaching of all of these young students.

The four pupils in grade III. are all doing well and will probably give a good account of themselves in the next year or two. One of these pupils passed the second examination of the Toronto College of Music with first-class honours.

The three pupils in the highest grade are good players; two of them passed the third examination of the College of Music with first-class honours and, as has been already mentioned, have obtained the piano diploma of the College; the other, a youth of sixteen, is possessed of exceptional talent and will undoubtedly make his mark.

Two pupils were examined in organ playing; one of them, the youth above mentioned, exhibited marked ability in the playing of some standard music; the other passed the first organ examination of the College of Music, obtaining first-class honours.

A new organ is much needed to replace the present old and unsatisfactory instrument. Organ-playing has been so marked a feature in the musical department of the O. I. B. that it would be a great pity were the efforts of the organ students discouraged for the want of a new and modern instrument.

There were four pupils examined in solo-singing, two girls and two boys. One of the girls possesses a light soprano voice which she uses very well; the other, a mezzo-soprano, is making satisfactory progress. The two young men, baritones, both sing quite well and have made good progress during the year. One of these latter has obtained the second vocal examination of the Toronto College of Music, with first-class honours, and the other the vocal diploma of the College.

Of the seven pupils who were examined in one or more branches of the Theory of Music, two passed the first year Theory examination of the College of Music, one of them obtaining first-class honours in Written Harmony and Musical History and honours in Piano Harmony, and the other honours in Written Harmony and pass in Musical History and Piano Harmony. The other five wrote papers set for them in Harmony, Counterpoint and Musical History. The marks obtained were from 55 to 80 per cent. in Harmony, from 42 to 88 per cent. in History, and from 40 to 85 per cent. in Counterpoint. These results are very good and bear testimony to the excellent teaching ability of Miss Moore who has charge of the Theory students.

The singing of the Choral Class (34 members), again demonstrated how much the students enjoy this side of their musical work. After some preliminary vocal exercises, several choruses from A. R. Gaul's cantata "Joan of Arc" were given a spirited and intelligent rendering, the soprano and baritone solos in the work being well sung by two of the students.

There are seventeen pupils in Mr. Usher's class for piano tuning; all except three are also studying the piano. No graduates are reported this year. All the pupils are making satisfactory progress.

The musical department of the O. I. B. is apparently well managed under the direction of Mr. W. Norman Andrews. Some features of this department are: a clearly outlined graded course, especially for pupils in the preparatory grade; a method of enabling blind teachers to give instruction to sighted pupils, which was referred to in last year's report: a well ordered music library, and a collection of hymns and tunes in New York point print, printed and bound in the Institution.

I have the honour to be,

Sir,

Your obedient servant,

W. E. Fairclough.

Toronto, August 6th, 1909.

ONTARIO INSTITUTION FOR THE BLIND.

Statistics for the Year Ending 30th September, 1909.

I.—Attendance.

	Male.	Female.	Total.
Attendance for portion of year ending 30th September, 1872..	20	14	34
" for year ending 30th September, 1873.....	44	24	68
" " " 1874.....	66	46	112
" " " 1875	89	50	139
" " " 1876.....	84	64	148
" " " 1877.....	76	72	148
" " " 1878.....	91	84	175
" " " 1879.....	100	100	200
" " " 1880.....	105	93	198
" " " 1881.....	103	98	201
" " " 1882..... ...	94	73	167
" " " 1883.....	88	72	160
" " " 1884.....	71	69	140
" " " 1885.....	86	74	160
" " " 1886.....	93	71	164
" " " 1887.....	93	62	155
" " " 1888.....	94	62	156
" " " 1889.....	99	68	167
" " " 1890.....	95	69	164
" " " 1891.....	91	67	158
" " " 1892.....	85	70	155
" " " 1893.....	90	64	154
" " " 1894.....	84	66	150
" " " 1895.....	82	68	150
" " " 1896.....	72	69	141
" " " 1897.....	76	73	149
" " " 1898.....	74	73	147
" " " 1899.....	77	71	148
" " " 1900.....	77	67	144
" " " 1901.....	72	66	138
" " " 1902.....	68	70	138
" " " 1903.....	67	64	131
" " " 1904.....	68	66	134
" " " 1905.....	67	74	141
" " " 1906.....	71	76	147
" " " 1907.....	72	72	144
" " " 1908.....	71	68	139
" " " 1909.....	72	70	142

II.—Age of Pupils.

	No.		No.
Seven years.....	3	Eighteen years.....	9
Eight "	10	Nineteen "	8
Nine "	2	Twenty "	1
Ten "	6	Twenty-one "	6
Eleven "	7	Twenty-two "	4
Twelve "	8	Twenty-three "	3
Thirteen "	15	Twenty-four "	3
Fourteen "	9	Twenty-five "	1
Fifteen "	12	Over twenty-five years	8
Sixteen "	14		
Seventeen "	13	Total	142

III.—Nationality of Parents.

—	No.	—	No.
American	3	Norwegian	..
Canadian	82	Russian	1
English	30	Scotch	11
Irish	8	Unknown	1
Italian	1	Welsh	1
Galician	1		
German	2	Total	142
Hungarian	1		

IV.—Denomination of Parents.

—	No.	—	No.
Christian Science	1	Salvationist	2
Congregational	1	Lutheran	1
Baptist	8	Jewish	1
Disciples	1	Greek Catholic	1
Episcopalian	37	Unknown	2
Methodist	38	United Brethren	1
Presbyterian	22		
Roman Catholic	26	Total	142

V.—Occupation of Parents.

—	No.	—	No.
Agents	2	Manufacturers	2
Bar-tender	1	Machinists	2
Barber	1	Mason	1
Bricklayer	1	Merchants	5
Blacksmiths	2	Military	1
Chief of Police	1	Moulder	1
Carpenters	5	Miner	1
Clerk	1	Painter	1
Caretaker	1	Printer	1
Contractors	2	Plasterers	2
Cooper	1	Physician	1
Cooks	2	Plumber	1
Clergyman	1	Policeman	1
Drover	1	Sailors	2
Electrician	1	Shoemakers	2
Engineers	2	Railway employee	1
Farmers	37	Rancher	1
Firemen	2	Tanner	1
Gardeners	3	Tailors	2
Government officer	1	Travellers	2
Grocer	1	Teamsters	4
Hackman	1	Tinsmiths	3
Hostler	1	Warehouseman	1
Hotel-keeper	1	Unknown	4
Laborers	26		
Lawyer	1	Total	142

VI.—Cities and Counties from which pupils were received during the official year ending 30th September, 1909.

County or City.	Male.	Female.	Total.
District of Algoma	3	1	4
City of Belleville	....	....	....
County of Brant	1	....	1
City of Brantford	1	4	5
County of Bruce	1	2	3
" Carleton	....	1	1
" Dufferin	1	..	1
" Dundas	....	....	....
" Durham	1	....	1
" Elgin	1	1	2
" Essex	3	1	4
" Frontenac	....	1	1
" Glengarry	1	1	2
" Grenville	....	....	....
" Grey	1	1	2
City of Guelph	1	1	2
County of Haldimand	....	....	....
" Haliburton	....	....	....
" Halton	1	....	1
City of Hamilton	1	2	3
County of Hastings	....	....	....
" Huron	3	4	7
City of Kingston	....	....	....
County of Kent	....	....	....
" Lambton	4	1	5
" Leeds	2	....	2
" Lanark	2	....	2
" Lennox	....	....	....
" Lincoln	....	....	....
City of London	2	1	3
County of Middlesex	1	6	7
District of Muskoka	....	2	2
District of Nipissing	2	1	3
County of Norfolk	1	2	3
" Northumberland	....	....	....
" Ontario	1	1	2
City of Ottawa	6	4	10
County of Oxford	1	2	3
" Peel	....	....	....
" Perth	....	....	....
" Peterborough	....	2	2
" Prince Edward	1	....	1
" Prescott	1	....	1
" Renfrew	....	....	....
" Russell	2	2	4
City of St. Catharines	....	1	1
" St. Thomas	....	....	....
" Stratford	1	1	2
County of Simcoe	....	1	1
" Stormont	....	....	....
City of Toronto	10	12	22
County of Victoria	2	....	2
" Waterloo	1	....	1
" Welland	2	1	3
" Wellington	....	....	....
" Wentworth	2	1	3
" York	1	1	2
*Saskatchewan	2	3	5
*Alberta	1	3	4
*Manitoba	2	2	4
*British Columbia	1	....	1
District of Parry Sound	....	....	....
Total	72	70	142

On payment.

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 30th September, 1909.

County or City.	Male.	Female.	Total.
District of Algoma	8	4	12
City of Belleville	3	1	4
County of Brant	9	7	16
City of Brantford	16	12	28
County of Bruce	9	11	20
" Carleton	2	2	4
" Dufferin	2	1	3
" Dundas	3	3	6
" Durham	4	4	8
" Elgin	7	6	13
" Essex	14	20	34
" Frontenac	5	3	8
" Glengarry	8	1	9
" Grenville	2	2	4
" Grey	10	12	22
City of Guelph	4	3	7
County of Haldimand	4	5	9
" Halton	7	3	10
City of Hamilton	15	19	34
County of Hastings	5	5	10
" Huron	13	13	26
City of Kingston	7	4	11
County of Kent	10	6	16
" Lambton	19	7	26
" Leeds	14	4	18
" Lanark	4	4	8
" Lennox	4	1	5
" Lincoln	3	3	6
City of London	12	10	22
District of Nipissing	7	4	11
County of Middlesex	10	13	23
District of Muskoka	3	2	5

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 30th September, 1909.—Continued.

County or City.	Male.	Female.	Total.
County of Norfolk	11	9	20
" Northumberland	5	9	14
" Ontario	8	10	18
City of Ottawa	22	5	27
County of Oxford	7	11	18
" Peel	2	1	3
" Perth	5	10	15
" Peterborough	13	5	18
" Prince Edward	7	2	9
" Prescott	4	....	4
" Renfrew	8	6	14
" Russell	5	3	8
City of St. Catharines	2	2	4
" St. Thomas	3	2	5
" Stratford	3	1	4
County of Simcoe	11	11	22
County of Stormont	5	....	5
City of Toronto	62	49	111
County of Victoria	8	2	10
" Waterloo	12	5	17
" Welland	8	5	13
" Wellington	10	8	18
" Wentworth	10	10	20
" York	18	16	34
*Province of Quebec	4	1	5
*Saskatchewan	3	5	8
*United States	1	....	1
*British Columbia	2	....	2
*Manitoba	3	2	5
District of Parry Sound	1	....	1
*Alberta	2	3	5
	508	392	900

* On payment.

VIII.—Cities and Counties from which pupils were received who were in residence on 30th September, 1909.

County or City.	Male.	Female.	Total.
District of Algoma	3	0	3
City of Belleville	....	....	....
County of Brant	1	....	1
City of Brantford	1	2	3
County of Bruce	....	2	2
" Carleton	....	1	1
" Dufferin	1	....	1
" Dundas	....	....	....
" Durham	1	....	1
" Elgin	1	1	2
" Essex	1	1	2
" Frontenac	....	....	....
" Glengarry	....	1	1
" Grenville	....	....	....
" Grey	1	1	2
City of Guelph	....	1	1
County of Haldimand	....	....	....
" Haliburton	....	....	....
" Halton	....	....	....
City of Hamilton	1	2	3
County of Hastings	....	....	....
" Huron	3	3	6
City of Kingston	....	....	....
County of Kent	....	....	....
" Lambton	3	1	4
" Leeds	2	....	2
" Lanark	2	....	2
" Lennox	....	....	....
" Lincoln	....	....	....
City of London	1	1	2
" Woodstock	....	....	....
County of Middlesex	1	4	5
District of Muskoka	....	2	2
" Nipissing	2	....	2
County of Norfolk	1	1	2
" Northumberland	....	....	....
" Ontario	1	1	2
City of Ottawa	6	3	9
County of Oxford	1	2	3
" Peel	....	....	....
" Perth	....	....	....
" Peterborough	....	2	2
" Prince Edward	1	....	1
" Prescott	1	....	1
" Renfrew	....	....	....
" Russell	2	2	4
City of St. Catharines	....	1	1
" St. Thomas	....	....	....
" Stratford	1	1	2
County of Simcoe	....	1	1
" Stormont	....	....	....
City of Toronto	9	10	19
County of Victoria	2	....	2
" Waterloo	1	....	1
" Welland	2	1	3
" Wellington	....	....	....
" Wentworth	2	....	2
" York	....	1	1
British Columbia	1	....	1
Quebec	....	....	....
Manitoba	2	1	3
District of Parry Sound	....	....	....
" Rainy River	....	....	....
Saskatchewan	2	1	3
Alberta	1	1	2
City of Woodstock	....	....	....
Totals	61	52	113

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditures for the year ending 30th September, 1909. Compared with preceding year.

Items.	Service.	30th September, 1908. Average attendance, 116. Total expenditure, 1908.	Yearly cost. Average 116.	Weekly cost.	30th September, 1909. Average attendance, 116. Total expenditure, 1909.	Yearly cost.	Weekly cost.
		$ c.	$ c.	c. mls.	$ c.	$ c.	c. mls.
1	Medicines and Medical Comforts.	98 60	85	1.6	105 76	91	.1
2	Butcher's Meat, Fish and Fowls.	1,586 74	13 68	26.2	1,716 57	14 79	28.4
3	Flour, Bread and Biscuits.....	495 06	4 27	8.2	564 67	4 87	9.3
4	Butter and Lard.....	1,664 51	14 35	27.5	1,659 40	14 30	27.5
5	General Groceries.....	1,140 27	9 83	18.	1,216 93	10 49	20.1
6	Fruit and Vegetables.....	215 85	1 86	3.5	171 63	1 48	2.8
7	Bedding, Clothing and Shoes	115 83	99	1.9	180 04	1 55	3.
8	Fuel—Wood, Coal and Gas	4,023 39	34 68	66.7	3,968 66	34 21	65.8
9	Light—Electric and Gas	1,071 63	932	17.7	1,001 45	8 64	16.6
10	Laundry, Soap and Cleaning	272 57	2 36	4.5	337 87	2 91	5.6
11	Furniture and Furnishings	629 02	5 42	10.4	797 92	7 74	15.
12	Farm and Garden — Feed and Fodder.....	588 79	5 07	9.7	871 47	7 51	14.4
13	Repairs and Alterations.....	1,120 63	10 52	20.2	814 72	7 02	13.5
14	Advertising, Printing and Stationery.....	675 75	5 83	11.2	574 98	4 94	9.5
15	Books, Apparatus and Appliances	1,762 55	15 19	29.2	1,026 40	8 84	17.
16	Miscellaneous—Unenumerated...	1,279 85	11 03	21.2	810 79	6 99	13.4
17	Pupils' Sittings at Church.....	200 00	1 72	3.1	200 00	1 72	3.1
18	Rent of Hydrants.....	160 00	1 38	2.6	160 00	1 38	2.6
19	Water Supply.....	326 87	2 82	5.4	393 38	3 39	6.5
20	Salaries and Wages.....	20,688 88	178 16	342.6	21,441 41	184 66	355.2
21	Special, Repair Buildings, etc....	910 35	7 79	14.9	1,109 17	9 45	18.1
		39,027 14	336 44	645.8	39,103 22	337 09	648.3

30th September, 1909. Certified correct. W. N. HOSSIE, Bursar.